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Walden University

College of Education

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Evan David Barnhart

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Walden University
2021

Abstract

Exploring the Perceptions of Teachers Regarding Learner-Centered Instruction and its

Potential Impact on International Students

by

Evan David Barnhart

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

July 2021

Abstract

The subject of how best to educate students in the classroom has been one of debate, discussion, and research, with various forms of instruction touted as the most effective. Recently, learner-centered instruction (LCI) has been put forth as a method to educate students, and research supports its implementation. The problem addressed in this study was the inconsistent implementation of LCI at a private school in the West Coast of the United States, specifically regarding its failure to meet the needs of international students. The purpose of this qualitative study was to investigate how teachers implement LCI in their classrooms to meet the academic needs of international students. Weimer's framework on LCI was used to ground this study. Using a basic qualitative design, data from eight teacher interviews were collected, coded, and analyzed, revealing a need to introduce professional development for teachers regarding LCI practices in the classroom, specifically for the benefit of international students. The potential for greater understanding of course material and an increase in student academic responsibility could be achieved with a program of study, implementation of LCI, and analysis of student data by teachers. There is also potential for this project study to promote positive social change as the study site could become a model for supporting international students in the classroom using LCI.

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Dedication

I dedicate this project study, this task of time, energy, and resources, to my wife, whose patience and support made all the difference. I could not have done this without you.

Acknowledgments

I am thankful for the support of my family, friends, and colleagues who helped me through the process. I am thankful for the school and the participants for their willingness to give up their time and share their thoughts during a busy season in their lives. Lastly, I would like to acknowledge and thank my chair, Dr. Chris Cale, for his encouragement, challenge, assistance, and insight as I navigated through this project study.

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Section 1: The Problem

Teachers continuously struggle to meet their students' needs, using multiple instructional methods in the classroom with the goal of increasing student understanding. With the recent increase of international students in U.S. classrooms, this objective remains more important than ever (Young, 2017). Teachers and researchers must work together to discover and implement instructional methods that best meet the needs of international students in their U.S. classrooms.

The Local Problem

While the presence of international students is common in classrooms across the United States, there are challenges in meeting their academic needs. The problem addressed in this study is that teachers at Grant School (pseudonym) are using learner-centered instruction (LCI) inconsistently to meet the academic needs of international students. When implemented correctly, LCI can support the learning needs of students (Weimer, 2013). Lane (2018), however, found that high school teachers often demonstrate resistance to LCI with their academic concerns often linked to a lack of understanding of LCI practices and implementation techniques. If LCI is properly implemented, international students could reach a higher level of academic success (Kassem, 2019).

International students face challenges with new learning experiences and the methods of instruction in a different country, specifically when these may be unfamiliar to them (Young, 2017). Young (2017) claimed that international students from Asia struggle in many areas, from acculturation to academics, and that a teacher's method of

instruction can help them with many of their academic challenges. According to Belsito (2016), who focused on the effect of quality teaching on academic performance, learner-centered instructional methods can meet students' academic needs. As previously noted, research has indicated that LCI is a quality teaching method that can help all students, whether domestic or international (Weimer, 2013). To meet the needs of students at the study site, an essential first step is to understand teachers' perceptions of LCI.

With increasing recognition of the effectiveness of LCI in the classroom (Zhuzha et al., 2016), teachers across the country are beginning to move toward implementing these practices. International schools have likewise reported success with LCI (Kassem, 2019). According to Beres and Woloshyn (2017), researchers and educators have affirmed the necessity to transfer instructional responsibility to the student.

At the study site, inconsistent implementation can be found in informal and formal observations in four areas: teachers' classroom lesson planning, accreditation reports, instructional practices, and assessments (Western Association of Schools and Colleges, 2018). Instructors at the study site acknowledged they lack understanding of how to implement LCI in the subjects they teach. There is a gap in practice, as some teachers are implementing LCI inconsistently in their classrooms.

Rationale

Since the publication of Weimer's *Learner-Centered Teaching* in 2013, school and educational program policymakers have striven to implement LCI and track the effectiveness of implementation. LCI has a positive effect on student engagement and academic achievement in the classroom (Weimer, 2013). Consistently, studies on various

instruction methods have shown strong support for LCI in the classroom to provide for the educational needs of students (Kassem, 2019; Zhuzha et al., 2016). Proof of the effectiveness of the implementation of LCI lies in research and demonstrates the necessity for schools to implement aspects of LCI in their classrooms.

The purpose of this qualitative study was to explore teacher perceptions regarding their implementation of LCI strategies to facilitate international student learning in the classroom. This study can help address the gap between the literature supporting LCI and current practice at the study site. The results of this study may provide teachers at Grant School with a better understanding of LCI as well as best practices for its implementation in the classroom.

Definition of Terms

International student: A student who pursues education in a nation different from their country of origin (Institute of International Education, 2019). For this study, international students are high school-aged and studying abroad for 1 year or more.

LCI: An instructional method with a focus on how students learn, with the control of the learning process switching from the teacher to the student (Weimer, 2013). The term LCI can be interchanged with task-based learning, discovery learning, or project-based learning.

Professional development: Specialized training with the goal of developing participants' skills, knowledge, and practice (Darling-Hammond, 2017).

Professional development series: A collection of professional development sessions built around a common theme or practice (Darling-Hammond, 2017).

Professional development sessions: Individualized of professional development meetings, often built around a specific idea, skill, or technique (Darling-Hammond, 2017).

Significance of the Study

Educational research has demonstrated that LCI is an effective instructional approach if implemented correctly to support international students' academic needs and learning (Kassem, 2019; Tawalbeh & AlAsmari, 2015). By exploring teachers' perceptions of their use of LCI, progress can be made toward effectively implementing these practices in the classroom to support these students. Should LCI be implemented correctly, international students could benefit from increased academic standing, improved confidence in the classroom, and more rapid mastery of English. Consistency in implementation could be achieved through professional development and accountability in the implementation of LCI practices.

Studies show that LCI is directly related to increased student success in academics (Weimer, 2013). The current study could be important in the field of education because the results may equip teachers with better knowledge of LCI. The implementation of LCI in the classroom can provide students with a better understanding of subject matter, thus increasing their academic success and preparing them for university level studies.

Research Questions

International students often struggle academically in a traditional high school setting (Phakiti et al., 2013). These students are at risk of failing to comprehend academic materials and therefore are less prepared for college or university level learning (Young,

2017). This qualitative study explored teachers' perceptions of LCI and its effectiveness for international students in the classroom.

One central research question (RQ) and one subresearch question (sub-RQ) guided this qualitative study:

RQ: What are high school teachers' perceptions of their implementation of learner-centered instructional strategies to facilitate international students' learning and successful mastery of subject course content across all classes offered in Grades 9-12 at Grant School?

Sub-RQ: What learner-centered instructional strategies do high school teachers perceive as essential to improve international students' understanding of the content covered in courses taken at Grant School?

Review of the Literature

In this section, I discuss the conceptual framework of this study, focusing on LCI as academically beneficial for international students in the private school setting. Next, I provide an overview of LCI, including its five key characteristics. This is followed by an in-depth review of the literature on LCI, a discussion of trends regarding international students in the United States, the academic needs of international students, and the benefits and challenges of implementing LCI for these learners.

Conceptual Framework

Weimer first introduced LCI in 2013, but student-focused instruction has been evident in teacher practices for decades. Although terms and practices concerning LCI have differed throughout the years, Stefaniak and Tracey (2015) asserted that it leads to

greater student engagement and success. According to Kassem (2019), with the increase of international students in U.S. schools from various countries and educational systems worldwide, LCI should be the method of instruction used in the classroom to best meet the learning requirements of these students. My review of the literature indicated a consensus among educators that LCI is beneficial for students; however, despite the evidence, teachers have inconsistently implemented it in the classroom at the study site. In the following section, I define LCI, describe the conceptual framework, and explain how the framework relates to international students and the problem addressed in this study.

Weimer's (2013) LCI framework provided the foundation for this study. A conceptual framework is a description of a system and illustrates the key relationships between the elements of that system (Ravitch & Carl, 2016). In this section, I describe the conceptual framework and logical connections between the elements of the framework and the current study, which provided a standard to measure LCI at the study site. Doyle (2011) reported a lack of implementation of LCI in classrooms despite the growing focus on the strategy. More research is needed to understand how teachers are implementing LCI and if it is meeting the academic needs of international students (Doyle, 2011). Focusing on teachers at the study site who have used Weimer's LCI, I investigated how they implemented it to meet the learning needs of international students.

With the increased and widespread use of the ideas behind LCI, its terminology has become loosely defined. Therefore, defining the term is essential to describing LCI using the characteristics of this instructional method. Weimer (2013) described in

Learner-Centered Teaching: Five Key Changes to Practice. Support for LCI is prevalent in research, with multiple studies touting its benefits to learners and as an instructional method (A. Ahmad, 2016).

Researchers have cited challenges to implementing LCI in the classroom (Aslan & Reigeluth, 2015). Challenges include changing students' mindset, time management for teachers and students, and consistency. According to Aslan and Reigeluth (2015), transforming students from passive to active learners can be challenging and requires the teacher to change and reset expectations. A more serious challenge is time management for teachers and students as LCI requires changes in the time needed for preparation and execution for both groups (Aslan & Reigeluth, 2015). In addition, consistency in the implementation of LCI in the classroom can be difficult as teachers and students often do not maintain the new system and revert to former classroom norms.

Weimer (2013) identified five characteristics of LCI that instructors can use to implement it in their classrooms. First, learner-centered teaching engages students in the difficult process of learning. Second, LCI includes explicit skill instruction. Third, this type of instruction encourages students to reflect on what they are learning and how they are learning it. Fourth, learner-centered teaching motivates students by giving them some control over learning processes. Finally, LCI encourages collaboration (Weimer, 2013).

When implemented correctly and consistently as best practices, these help the instructor achieve LCI in the classroom (Weimer, 2013). By evaluating their practices, teachers can better meet the needs of students, specifically international students. The five aspects of LCI provide a basis, rubric, and framework for teachers to identify

whether their classroom instruction could be defined as learner centered (Weimer, 2013). These also provide a framework by which to measure the instructional methods of teachers at the study site (see Weimer, 2013).

The first aspect of LCI is that learner-centered teaching engages students in the hard, complicated work of learning. Teachers often take too much control of the classroom and learning process (Weimer, 2013). Instead, according to Weimer (2013), teachers should place this responsibility in the student's hands. Teachers often assume that lower level of language skills also means a lower level of academic skills and, therefore, a reduced ability to complete tasks independently, which is often untrue for international students (Kassem, 2019).

The second aspect of LCI is that learner-centered teaching involves explicit skill instruction (Weimer, 2013). Often teachers view their responsibility as communicating content as opposed to teaching both content and skills. For example, a social studies teacher is responsible for communicating historical information as well as academic skills, such as reading comprehension and writing mechanics. Social studies instructors often find they do not have enough time to teach reading and writing skills, which they perceive should be done by English teachers (Tawalbeh & AlAsmari, 2015).

The third aspect of LCI is that it encourages students to reflect on what and how they are learning (Weimer, 2013). Reflection, including peer reflection and self-reflection, is an important part of LCI as it engages students in the learning process and provides an opportunity for them to choose their path to academic success (A. Ahmad, 2016). By reflecting on learning opportunities, students can correct course and increase

future success (A. Ahmad, 2016). If correctly implemented, LCI could provide deeper learning experiences for all students (Weimer, 2013).

Fourth, LCI motivates students by changing the control paradigm from teacher to student, giving students influence over the learning process (Weimer, 2013). This flipped control in the classroom turns the focus of planning and direction of learning toward the students, providing them with more leadership opportunities (Stefaniak & Tracey, 2015). Reversing control can also result in students taking increased ownership of the learning process, switching their role from consumer to producer (Stefaniak & Tracey, 2015).

The final aspect of LCI is that it encourages collaboration between the teacher and the student (Weimer, 2013). Moving from individual progress to collaboration provides students with peer feedback. According to Lane (2018), rather than framing classrooms, grades, and progress as a competition, teachers should foster an environment of learning that celebrates reaching academic goals. Although the five aspects of LCI are often celebrated and supported by teachers, many do not implement strategies to accomplish them regularly in their classrooms (A. Ahmad, 2016).

Weimer's (2013) LCI framework aligned with my study as I interviewed teachers to determine how often they implement it in their classrooms. I also explored LCI's perceived effectiveness in meeting the needs of international students in the classroom. The framework can provide these teachers with an instrument to evaluate their instructional methods. Weimer's LCI framework also provides key educational strategies for assisting of students academically. Although Weimer did not specifically address

international students, there is value in studying the application of LCI in meeting their academic needs.

I adapted the interview questions for this study directly from Weimer's LCI. The questions addressed the teachers' knowledge of LCI and their perceptions of its implementation in their classrooms, focusing on international students. I conducted interviews in a one-on-one format, using Zoom conferencing technology, and analyzed the data for common themes. I used codes derived from the interview data. In the following section, I review the literature on LCI, international students, and the relationship between the two.

Review of the Broader Problem

The problem investigated in this study was the inconsistent implementation of LCI and how this inconsistency may not meet the academic needs of international students in a high school located on the West Coast of the United States, Grant School. In a review of current literature, I investigated three major categories related to the problem. The first was the implementation of LCI, which included instruction, strengths and challenges, and similar approaches in instruction. The second category was international students, including a history of international high school students in the United States, their academic needs, and instructional approaches used with these students in the classroom. The third category was international students and LCI, specifically, its use in the high school classroom.

To conduct an in-depth search, I used the following databases: Education Research Information Center, ProQuest, SAGE, Education Source, and Academic Search

Complete. I also consulted data from federal government-reported statistics on international student trends and numbers. I used the following key words and search phrases: *learner-centered teacher, learner-centered instruction, implementation strategies of learner-centered instruction/teaching, learner-centered theory, international students, and international student learning styles*. I reviewed and analyzed multiple articles, dissertations, and project studies related to LCI, international students, and the relationships between the two.

Implementation of Learner-Centered Instruction

Background. LCI has been at the forefront of educational discussions in recent years; however, an accurate history of LCI is difficult to determine due to both its varied proponents and the multiple terminologies associated with its practice. According to Crumly et al. (2014), the concepts of LCI have been implemented throughout the history of education, specifically within the last 2 centuries. With educational leaders advocating for a move away from factory style educational practices, many pushed for a transfer of educational decisions from the teacher to the student (Weimer, 2013). Educational leaders have continued to advocate that LCI benefits students; however, teachers often revert to direct instructional practices due to comfort, ease, and familiarity with these methods, especially when results are not as forthcoming as they prefer (Aslan & Reigeluth, 2015).

Learning-Centered Instruction by a Different Name. Weimer's (2013) *Learner-Centered Teaching: Five Key Changes to Practice* became popular when published, although some of its concepts are similar to other learning methods. Although

LCI is associated with Weimer, there are comparable practices used with different names. According to M. Jones (2017), LCI is often linked with various instructional approaches in the classroom, such as problem-centered learning, project-based learning, discovery learning, and task-based learning. Therefore, it was necessary to clarify these various instructional implementation approaches with the teachers I interviewed in this study.

Discussions with teachers at the study site revealed that some had various perceptions of learner-centered teaching, either positive or negative, while others had been implementing learner-centered teaching practices without fully realizing this was their instructional approach. For example, a teacher may have regularly employed problem-based learning projects in their classroom but balked at being defined as a teacher who used LCI. To avoid confusion, I clarified the terms often given to LCI regarding teaching methods for the participants during the interview process.

Challenges of Implementing Instruction. Reasons for the lack of implementation of LCI can vary from unfamiliarity with the concepts to skepticism of students' abilities to handle the content and learning process (Lane, 2018). However, inconsistent implementation in the classroom can be challenging for students because expectations and roles are not clearly defined. Students often resist an increased workload and the transfer of academic responsibility from instructor to student (Blumberg, 2016). The implementation of LCI also requires a change in current practice on the students' part, which also can be met with resistance (Aslan & Reigeluth, 2015). Aslan and Reigeluth (2015) reported that when LCI is implemented, the student moves from being a dependent learner to an independent learner, and this change can cause discomfort.

Weimer's (2013) recommended approach is to gradually implement learner-centered practices into the classroom to normalize this teaching method for students. In a study of online students, teachers at the study site found increased success by giving students multiple academic options to choose from to achieve learning objectives (Hanewicz et al., 2017). This correlates to transferring power from the teacher to the student as a characteristic of LCI.

Students are not the only group who may resist the implementation of LCI. The focus of this study was on the inconsistent application and implementation of LCI by teachers at the study site, whether intentionally or unintentionally. There is a myriad of reasons for resistance to the implementation of LCI in the classroom. First, teachers often feel a loss of power; teachers may resist relinquishing control and sharing power in the classroom (Weimer, 2013). Teachers may also worry about the course content covered in the classroom using this approach (Aslan & Reigeluth, 2015). Instructors may wonder whether all students are ready for such an approach or if LCI may only benefit the high achievers who have a good command of their studies.

In Blumberg's (2016) study that assessed the implementation of LCI while providing faculty development, teachers perceived resistance to LCI practices from their students. In Badjadi's (2020) qualitative study that measured teacher perceptions and attitudes towards LCI, a relationship existed between teachers' positive perceptions, high level implementation of LCI, and student success. Shah (2019) researched basic criticisms of student-centered instruction and posited that LCI might not be appropriate in certain cultures. However, when compared with data from observations and teacher

practices, teachers often lacked an accurate understanding of LCI application in the classroom (Blumberg, 2016). Marbach-Ad and Rietschel's (2016) conducted a case study of biology teachers transitioning from teacher-focused instruction to LCI. Initially skeptical, the teachers developed a fuller understanding of LCI and saw an increase in student success when implemented correctly (Marbach-Ad & Rietschel, 2016).

International Students

Background. The United Nations Educational, Scientific and Cultural Organization, Institute for Statistics (2021) defined international students as those “who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin” (para. 1). Throughout the past decade, international students have been arriving in the United States, initially at the collegiate level, at a high rate. The Open Doors report by the Institute of International Education (2019) reported that over a million international students came to study in the United States in 2019. Of the total international students, 33% were from China (Institute of International Education, 2019). According to the Migration Policy Institute (2019), the United States has remained a top study destination for international students despite an overall decline in the past few years. While international students primarily study at the undergraduate and graduate level in colleges and universities, there is a large number enrolled at the high school level.

At the outset of the international student movement, the United States was considered the primary destination for study abroad. However, in more recent years, other countries, such as Canada, Australia, and the United Kingdom, have relaxed visa

policies to be more accommodating to international students (Migration Policy Institute, 2019). This move has increased the number of appealing study destinations for international students.

With higher education being the common ambition of most students entering high school, meeting international students' academic needs is of utmost importance (Falcone, 2019). The initial goal of international students is to obtain acceptance into college and university programs, but as the entrance requirements became more stringent, families began to send their children to middle and high school programs in the United States (Falcone, 2019). Private schools became the destination of choice due to their status and ability to provide long-term visas and college preparatory programs (Bista et al., 2018).

As the number of international students has risen in private schools, the need to provide the most beneficial instructional methods has as well. However, international students are often unprepared, specifically in their acquisition of academic English, for higher education (Phakiti et al., 2013). Roessingh and Douglas (2012) placed the blame for the lack of academic preparation on high schools. With overwhelming support in the literature for the effectiveness of LCI, its implementation in the classroom has the power to increase students' academic capabilities (Weimer, 2013); therefore, it can potentially improve their college and university entrance success rates.

Academic Needs of International Students. For teachers, having international students in the classroom can present new and varied academic challenges as the majority of these students are not learning in their first language. One of the primary challenges for international students is learning a new language while attempting to complete a

course of study in a new country (Geary, 2016). International students often have to navigate their academic world in a language not native to their home country. Language is not the only academic obstacle; however, there are often cultural and social barriers that can prevent international students from fully engaging with the academic content in the classroom (Phakiti et al., 2013). Like students native to the United States, international students learn, digest content, and approach and assess learning differently (Young, 2017). Implementing LCI in the classroom often opens up the opportunity to create culturally aware students and teachers (Burgess et al., 2018). Teachers need to employ all possible instructional practices to provide the best possible education for international students studying in the United States.

Instructional Approaches for Teaching International Students. Although experienced educators possess tips and tricks regarding teaching international students, there is no one recommended instructional approach for this population. According to Young (2017), there are five categories of instructional programs for international students at the high school level: English immersion, transitional bilingual, maintenance bilingual, dual immersion, and content-based instruction. There is currently limited research on the success of implementing LCI with international high school students.

Due to the language barrier, many educators agree that clear communication of classroom principles, expectations, and assignment details are key when teaching international students (Doyle, 2011). Instructors in higher education cite collaborative learning—the pairing of students to complete tasks and assignments—as effective (Elturki et al., 2018). Elturki et al. (2018) stated that pairing students together with

different native languages could create greater opportunities for learning course content and practicing the common language of the educational institution. As previously mentioned, collaborative learning is also an aspect of Weimer's (2013) LCI framework.

International Students and Learner-Centered Instruction

While teachers can be hesitant to implement LCI designed for international students (Tawalbeh & AlAsmari, 2015), this is often rooted in a lack of understanding of LCI and how to implement it correctly (Lane, 2018). In Boudjalel's (2019) study on English as a foreign language teachers' perception of the benefit of LCI, findings indicated that the majority relied on preconceived and preferential approaches to teaching, despite agreeing that LCI, as an instructional methodology, benefited students academically. However, researchers have begun to establish parallels between LCI and international student academic success in the past few years. Villacís and Camacho (2017) found a correlation between the implementation of LCI in the classroom and an increased understanding of English among the international student participants in their study. In Iran, researchers concluded that English as a foreign language students in that country experienced greater academic success and better mastery of English when LCI was implemented instead of the teacher-centered method (Lak et al., 2017). Even soft skills, such as internal drive and academic motivation, were found to have increased (Amiri & Saberi, 2019).

With training and development for teachers, international students' learning needs may be met at the study site, and with proven success, this trend could continue. While there are also challenges with LCI implementation for both domestic and international

students, there are benefits as well. These benefits can be achieved through improved understanding of LCI by teachers and implementation at the high school level in classrooms across various subject matters (Aslan & Reigeluth, 2015).

Implications

The literature review provided an overview of LCI and its benefits, challenges with implementation, and teacher perceptions. The literature review also covered the academic needs of international students and how they may benefit from LCI implementation in the classroom. The information researched and outlined provided a baseline for me to explore teachers' perspectives at the study site regarding the implementation of LCI.

The purpose of this study was to gather data regarding teachers' perceptions on LCI implementation for international students at the study site. The hope was that the study's findings could benefit not only those at the study site but other schools with programs for international students as well. The study's results demonstrated the teachers' lack of knowledge regarding the benefits of LCI and their desire to learn more about implementation practices in the classroom. The data collected and analyzed in this study indicated a need for professional development for teachers on LCI and its benefits in the classroom for both domestic and international students. While professional development will be the main thrust, training for students could also be implemented. Weimer's (2013) learner-centered teaching was the framework and basis for the professional development series.

There is a potential for social change as the study site could become a model for supporting international students in the classroom using LCI. This project study could lead to an increased awareness of LCI and its benefits in the classroom for students, which could transform common educational practices worldwide. With the increase in the international student movement globally, an effective instructional method that meets the student's academic needs could be a foundation of educational programs in the United States and around the world.

Summary

The majority of the literature supports the implementation of LCI (Aslan & Reigeluth, 2015). LCI supports student engagement and learning when implemented consistently and correctly. With the United States being a destination for international students, there is a need to expand the limited research on the potential success of implementation for these learners. Teacher perceptions also support the necessity for further research into the potential for greater academic success for international students when LCI is implemented. In the following section, I discuss the research design and approach, describe the data collection process, and summarize the findings. Based on these findings, I created a project study (see Appendix A) that focused on professional development for teachers in LCI implementation.

Section 2: The Methodology

The purpose of this basic qualitative study was to explore teacher perceptions regarding their implementation of strategies to facilitate international student learning in the classroom. A basic qualitative design was the most logical approach due to the small size of the study site and my desire to understand the teachers' perceptions. Interviews can be one of the most effective ways of gathering perceptions (Rubin & Rubin, 2012). Through interviews with eight teachers from the study site, I collected personal experiences and perceptions to answer the following central RQ and sub-RQ:

RQ: What are high school teachers' perceptions of their implementation of learner-centered instructional strategies to facilitate international students' learning and successful mastery of subject course content across all classes offered in Grades 9-12 at Grant School?

Sub-RQ: What learner-centered instructional strategies do high school teachers perceive as essential to improve international students' understanding of the content covered in courses taken at Grant School?

Using Weimer's (2013) LCI framework, I explored the perceptions of teachers from the study site regarding learner-centered teaching and LCI's success when implemented with international students in the classroom. I conducted interviews using questions based on the central RQ and sub-RQ, providing teachers with the opportunity to share their opinions, perceptions, and experiences. Understanding how participants perceive their world is essential to a qualitative study (Merriam & Tisdell, 2016). Qualitative studies assist the researcher in assigning meaning to a phenomenon and

provide the opportunity to interpret it based on the data collected. In this study, quantitative methodology would not have been effective due to the nature of the data, the size of the study site, and the potential outcomes and direction of the study.

Due to the small size of the study site in both teacher and student population, a basic qualitative design was the best selection for data collection. Qualitative studies can provide a better picture of the perspectives of the study participants than quantitative research (Ravitch & Carl, 2016). According to Mihas (2019), a basic qualitative design can be used by those interested in solving a problem, effecting a change, or identifying common themes. Mihas posited that researchers who are not looking to force their study into a specific paradigm might find that a basic qualitative design is a preferable option. By interviewing teachers and gathering data using a basic qualitative approach, I gained a better understanding of the teachers' perceptions and their current practices concerning LCI implementation.

Participants

Engaging participants teaching international students in the classroom daily was essential to the study. I was able to conduct an in-depth analysis of the data due to the small size of the study site, which also minimized the number of interviews. I selected the participants from the high school campus at Grant School, which serves an international student population. There are 18 full-time teachers at the high school level at Grant School who have an average of 15-years of teaching experience on campus.

To gain permission to conduct the study, I contacted the school superintendent, who leads the school campus, using a preprepared letter. In this letter, I also requested

permission to contact potential participants and ask them to take part in my study. I sent an email invitation (see Appendix B) to the superintendent, who shared the invitation with the participants, requesting their permission to conduct a personal interview. Once the teachers responded indicating their agreement to participate, I emailed them the informed consent document to sign. Due to the COVID-19 pandemic combined with local and national regulations, I conducted all interviews virtually, using Zoom conferencing technology.

I used purposeful sampling to recruit participants at the Grant School campus, with the criterion that they teach high school, as the international program was primarily designed for these students. According to Palinkas et al. (2015), purposeful sampling is regularly used to gain information regarding the area of study, and the data obtained from the sample can often result in a deeper understanding of the topic under investigation.

Each interviewee for this study was required to currently teach at the high school level (ninth through 12th grades) and have international students in their classroom. This was the only criterion for participating in the study. I selected teachers from multiple content areas, such as math, science, history, and English. According to Boddy (2016), theoretical saturation can be reached in qualitative research between six and 12 interviews. I concluded participant interviews after eight, as saturation occurred and no new information was forthcoming.

According to Walden University (2020), there is potential for bias when conducting interviews in a doctoral study. Bias, beliefs, feelings, and preconceived ideas are all essential for the researcher to recognize to analyze the data objectively. According

to Mackieson et al. (2019), there is a tendency for qualitative researchers to have substantial bias due to a lack of rigor. However, Mackieson et al. noted that bias could be recognized and avoided by a thorough analysis of the interview content. Because I was aware of my bias—my belief that LCI is an effective instructional methodology—being honest about the nature of the study (see Powney & Watts, 2018), and by conducting a thorough analysis of the data, I was able to mitigate its effect in the study.

Throughout this study, I worked to create an environment that was open to honest feedback, clear communication, and the collection of in-depth information from the participants. I audio recorded each interview so that I could continually analyze the data and identify any bias in my questioning or responses to the participants. The nature of the interviews was not investigative but semistructured and informative. I strove to maintain an open mind, avoided leading questions, and only asked the participants questions to achieve a deeper understanding of their perceptions of their experiences during the interview. All participants were aware of my role in the interview process and my desire to gather experiential data.

Rubin and Rubin (2012) recognized the necessity for building trust with interviewees. As a fellow teacher in a similar setting, there was already a level of trust between the participants and me as well as access to them. After gaining approval from the superintendent, Walden University's Institutional Review Board (IRB), and receiving the participants' signed consent forms, the researcher-participant relationship was more clearly understood by both parties. Informed consent forms can provide not only assurance of safety for the participants but the researcher as well (Merriam & Tisdell,

2016). The informed consent form used in this study also provided guidelines for both the participants and me, thus increasing trust between us.

One of the most important aspects of the research process is protecting the rights of the participants. Honesty and open communication are essential to maintain these protections. The idea of reflexive openness, put forth by MacLean et al. (2019), focuses on the ideals that are universal when interacting with human participants, such as honesty, clarity, and privacy but also in continuing reflexivity throughout the process of gathering data through interviews. To maintain privacy and protect the identities of the participants, I assigned each teacher an alphanumeric code, such as T1, T2, and T3, rather than use their names. I kept the participants' identities and their subsequent interviews confidential to maintain their privacy during the research process (see Merriam & Tisdell, 2016). Each participant signed a consent form, which provided clarity regarding expectations of both me, the researcher, and the participant, before, during, and after the interviews. The form outlined consent, expectations, and requirements for being involved in the interview process.

Data Collection

Description and Justification of Data

The primary source of data was semistructured interviews with the participants. I used open-ended questions, and the participants were given the opportunity to expand or elaborate on their responses so I could gather in-depth data. An additional source of data was my researcher's journal. The use of a researcher journal, which is primarily used to take notes, make observations, and organize data, can often be the key to a deeper

understanding of the data collected (Merriam & Tisdell, 2016). The researcher journal was also used as a reflective journal. The researcher journal also can include searches of the literature for related topics and other findings on the subject matter. I used this journal to inform the data; however, it did not determine the findings—the themes that emerged from the data. I also used this journal to keep field notes as I conducted the interviews and for personal reflection. Both of the interviews and the researcher journal provided me with a clearer picture of the teachers' perceptions of LCI and its effectiveness for international students.

Data Collection Instruments

Interviewing as a method for data collection is often preferred as it allows the researcher to retrieve and uncover deeper information than focus groups or questionnaires (Alshenqeeti, 2014). I conducted semistructured interviews with open-ended questions that provided the teachers with the opportunity to expand on their replies and share additional information. These semistructured interviews gave the participants the opportunity for increased engagement with the subject matter and helped me as the researcher perform an in-depth analysis into the participants' perceptions regarding LCI and its implementation at their school (see Brown & Danaher, 2017).

The interview questions focused on the teachers' knowledge and experience with LCI as well as their perceptions of LCI. I based the questions on both Weimer's (2013) writings on learner-centered teaching and previous studies exploring teacher perceptions of LCI, most notably Yilmaz's (2008) work regarding social studies teachers. I used principles from Weimer's text on LCI to formulate questions to ask the participants from

the study site. I edited the interview questions using Yilmaz's LCI social studies context and applied this to the specific context of the study site and the purpose of this research.

I used an interview protocol with introductory questions; however, I gave the teachers leeway to discuss their responses more in-depth than the questions may initially have required. Semistructured interviews with open-ended questions provided the opportunity for a free-flowing conversation, giving the teacher the opportunity to provide more detailed explanations of their experiences (see Rubin & Rubin, 2012). I designed the interview questions to elicit responses from the participants regarding their experiences and perceptions of LCI implementation at the study site (see Appendix C). I conducted interviews via Zoom due to social distancing protocols. With the permission of the interviewee and as part of the consent form, I audio recorded and transcribed each interview using transcription software. According to Merriam and Tisdell (2016), recording and transcribing interviews prevents errors and helps ensure accuracy when analyzing the data.

How Data Was Generated, Gathered, and Recorded

After gaining approval from the IRB at Walden University, I began the process of recruiting participants for the study. The superintendent of Grant School emailed the potential participants to gauge their interest and provided my contact information so they could express consent to be a part of the study. After obtaining the signed consent forms, I coordinated the interviews with the teachers to be convenient with their schedules. I contacted the participants by email to set up Zoom appointments. The interviews lasted between 30-60 minutes and audio recorded using Zoom technology. I reminded each

participant that their identity would be kept confidential, and an alphanumeric code would be used in the study rather than their names. I stored each interview recording on my password protected computer and referred back to these as I analyzed the data. The interviews consisted of an introductory session where I explained the procedures, reiterated the purpose of the study, and discussed the expectations of both me, the researcher, and the participants (see Appendix D). The nature of the interviews was not investigative but rather semistructured and informative. The goal was to conduct an interview with questions aimed at obtaining data to provide a deeper understanding of the participants' perceptions of their experiences during the interviews.

Systems for Tracking Data

To ensure confidentiality, I used a password protected Google Sheet to track data and used alphanumeric codes for each participant. Google Sheets, similar to Microsoft Excel, provides a basis for organizing data to identify emerging themes and has the ability to store comments in designated sections on the spreadsheet. I used codes derived from keywords or phrases from the interviews and to help identify emerging themes from the data (see Saldaña, 2015). I also kept a researcher journal, which included my impressions and observations of each interview and helped me to separate my bias from the participants' thoughts and perspectives. The school superintendent contacted the potential participants and provided my contact information. The participants contacted me if they were interested in being a part of the study.

Role of the Researcher

I am currently a global program director at a separate school from the study site. I also teach junior and senior high school social studies. One of the most important responsibilities as a researcher was to avoid imposing my preferences or bias onto others (see Merriam & Tisdell, 2016). One of the primary roles of a researcher is to recognize, be aware of, and attempt to avoid bias throughout the research process. Recognizing and working to eliminate bias is an essential piece of qualitative research; one of the best ways to avoid it is to be aware of it (Flinton, 2020). My bias is that I perceive LCI to be the most effective teaching method for international students. While believing LCI is an effective method of instruction was part of the reason I conducted this research, it also had the potential to mar the interview process and analysis of the data. As I conducted the interviews, engaged in discussions, and asked open-ended questions, I strove to avoid bias and allow the participants to fully convey their perceptions without fear of judgment. During the interview process, the interviewer must also be aware of body language and create mutual respect and sensitivity during the interview process to avoid bias in both the participant and the researcher (Merriam & Tisdell, 2016). My subjective opinions on the research topic did not allow my judgment to be affected as I conducted data collection and analysis.

Data Analysis

In the following section, I describe how and when I analyzed and interpreted the research data. Saldaña (2015) recommended coding throughout the data collection process. Creswell (2013) provided qualitative researchers six steps when coding in the

data collection process. Initially, the researcher should organize and prepare the data for analysis. Following this, they should read through the data. Next, one of the most important steps is to code the data or provide categories that include common terms. The researcher should use a coding system to provide descriptions of categories, themes, and participants for in-depth analysis (Saldaña, 2015). After this analysis, the researcher addresses the findings and identifies themes. Lastly, using these themes, the findings are interpreted. In this study, I followed Creswell's six steps for qualitative data analysis.

Coding Procedures

I used a coding system based on common concepts, words, and phrases that occurred in the collection and analysis of the data. I used NVivo software to help develop codes after the data collection process based on similar ideas and phrases to analyze the data and identify themes. These deductive codes consisted of LCI, challenges, and international students. I derived the themes and concepts from the spreadsheets kept during the data collection process. I grouped similar ideas, words, or concepts to create themes. After analyzing the patterns, the focus shifted to the common themes in the literature and how they pointed to the findings related to the focus of the study.

Evidence of Quality in Research Procedures

Member Checking

In the process of data collection and analysis, there is potential for bias, miscommunication, and researcher error (Rubin & Rubin, 2012). To avoid these, I used measures to establish validity and quality in this study. One method put forth by Merriam and Tisdell (2016) is member checking, a procedure where the participants read a

summary of the study's findings to verify that ideas, concepts, and interview responses were communicated effectively. This allowed the participants to clarify any miscommunications or misconceptions and to ensure the validity of the data collection process. I sent each participant a copy of their interview transcript so they could authenticate that their responses were accurate.

Triangulation and Peer Briefing

Triangulation is designed to provide validity, credibility, value, confirmability, and trustworthiness in a study (Noble & Heale, 2019). Although there are different types of triangulation, all help provide multiple viewpoints to increase the verifiability of the research (Noble & Heale, 2019). One form of triangulation is peer briefing, which is analytical in nature. The purpose behind peer briefing is to have a disinterested or unbiased peer evaluate the researcher's thinking and methodology throughout the process. My researcher journal provided a form of triangulation during the research process. The journal, with notes on the interview sessions and the participants' experiences and attitudes, provided another form of accountability for the collection and analysis of data. Natow (2020) focused on conducting qualitative interviews and how the use of researcher journals influenced data analysis. Based on the findings of this study, the use of the researcher journal in the triangulation process cannot be understated. Using this journal provided me with further insight into the interview process; by taking notes during the interviews, I was able to catalog my impressions and observations.

Transferability

Another important aspect of the data collection process and achieving validity and credibility is the potential for transferring the study's findings to another school site. Based on the results of the study, LCI could be implemented at other private schools with international students. The study as a whole, or even minor themes, could potentially be transferrable to other schools that are similar to Grant School.

Discrepant Cases

The researcher needs to be prepared for discrepancies in the study's findings. Discrepant cases go against the trends and themes found in the data collection and analysis process (Merriam & Tisdell, 2016). If discrepant cases occur, the researcher recognizes them and includes them in the discussion of the participants' interviews. Analyzing discrepant cases ensures validity in the study and provides a better depth of understanding the study's focus. However, in this study, there were no cases that defied the trends or themes found in the data collection or analysis process.

Limitations

In research, there are limitations during the data collection and analysis process, which may be minor or significant, depending on the views of the researcher or participants. A limitation of this study was the study site, which does not represent all private schools with international students. The findings of this study may not apply to other schools, and implementation of LCI would not necessarily solve educational problems in the classroom. Limitations might also include the lack of LCI training those

at the study site have received, a lack of understanding of LCI practices by teachers, or personal reticence or bias of the teachers toward the concepts of LCI.

Data Analysis Results

The purpose of this basic qualitative study was to explore teacher perceptions regarding their implementation of LCI strategies to facilitate international student learning in the classroom. The problem addressed in this study is that teachers at Grant School are using LCI inconsistently to meet the academic needs of international students. I posed one RQ and a sub-RQ to the participants along with the list of questions developed specifically for their interviews:

RQ: What are high school teachers' perceptions of their implementation of learner-centered instructional strategies to facilitate international students' learning and successful mastery of subject course content across all classes offered in Grades 9 to 12 at Grant School?

Sub-RQ: What learner-centered instructional strategies do high school teachers perceive as essential to improve international students' understanding of the content covered in courses taken at Grant School?

In this section, I present the results of this basic qualitative study, including the themes that emerged from the analysis of the interviews I conducted with the teachers at Grant School. First, I describe the study's setting and provide an overview of the data collection and analysis procedures. The results of the study and evidence of trustworthiness follow. The chapter concludes with a summary of key points of the data analysis process.

Setting

The participants in this study were eight high school teachers, all employed at Grant School, a private institution on the West Coast of the United States. To participate, the instructor had to currently be teaching international students in their high school classroom. Each participant accepted the interview request and acknowledged their agreement to be interviewed on the consent form. To keep the identities of each teacher confidential, I used alphanumeric markers instead of their names.

Data Generation

The eight teachers who agreed to be interviewed for this study had classroom experience that ranged from 2 to 37 years and. The instructors all had bachelor's degrees in education, with some earning their master's in this field. I chose the study site due to its proximity to where I live and work, small size, enrollment of international students, and conversations with the superintendent regarding the inconsistent implementation of LCI. After gaining approval from the school superintendent, I requested that they share my invitation with potential participants on my behalf. After these individuals confirmed they wished to be involved in the study, I sent each a consent form in a follow-up email. After providing consent, I scheduled an interview, which I conducted via Zoom conferencing technology. During the research study, there were no changes in the participants, budget, or the international student program that might have affected the interpretation of the study's results.

Data Collection

Within a week after the superintendent sent the invitation email, I received responses from all eight potential participants consenting to be in the study. I asked each to reply with the words “I consent” after reading the consent form attached to the follow-up email. All participants followed those instructions.

I interviewed all participants once and individually using Zoom digital conference technology. Each interview lasted approximately 45 minutes, including the time spent reviewing the consent form. I audio recorded each interview using Zoom technology and explained to each participant at the time consent was reviewed and obtained that I would record their interview. I assured the participants that no one else would hear the recordings and that the purpose was to ensure accuracy. I explained that this research study was for educational purposes only. I made it clear that no identifying information would be shared, that I would assign them an alphanumeric marker in place of their real name; not even the school superintendent would know who participated in the study. I provided my phone number as well as my email address to the participants and let them know they could contact me at any time with questions. I clarified to each that they could withdraw from the study at any time for any reason. I also explained that their names, consent forms, and digital voice recordings would be stored in a file on a password protected computer separate from the list of alphanumeric markers, and that only I would have access to these.

After I completed the interviews, I informed the participants that I would email them a transcript of the audio recording. I explained that this would assist me in checking

for accuracy to ensure I did not misinterpret any of their thoughts or responses during the interviews. I explained that they would receive the email within 1 week, and that they should review the transcript and notify me regarding its accuracy. I also told each participant that I would email them a 1-page summary of my study findings once I analyzed the data to strengthen the validity of my findings. I then thanked the participant for their time for the interview and review of the transcript and 1-page data analysis summary.

Data Recording

I recorded each semistructured interview using Zoom conferencing technology. After each was completed, I reviewed the digital Zoom recording and used transcription software to transcribe the interviews into a Microsoft Word document. After I emailed the interview transcripts to the participants, each verified them for accuracy and ensure I did not misinterpret any of their thoughts or responses. I asked the participants to reply to me via email that the transcripts portrayed their responses to my questions accurately. All participants stated they were accurate. The transcripts are kept on my personal computer in my residence and password protected along with the Zoom recordings. I assigned all participants an alphanumeric marker by which they are identified in the study. I assigned all Grant School teachers the letter T with a number, such as T1, reflecting the order in which I interviewed them.

Data Analysis

I used the data from the semistructured interviews to answer the RQ and sub-RQ. I initially began looking for any potential mistakes in the transcripts and then for themes.

The interview transcripts assisted me look for themes regarding Grant School teachers' perspectives of LCR and its potential impact on international students.

I analyzed the interview data using a priori coding in the first round of the coding process. I reviewed the transcripts, looking for words and phrases emphasized by the participants that matched with the framework of Weimer's (2013) LCI. During the second round, I used deductive codes based on the participants' repeated words or phrases. This assisted me in capturing the thoughts and perspectives of the participants. After analyzing the data for a second time, I looked for themes and categories and prepared a list in an outline format.

Three themes emerged from the data collection and analysis process. First, all participants seemed skeptical regarding international students' ability to benefit academically from LCI implementation. Second, the teachers seemed to not fully understand the major components of LCI and were unfamiliar with the concepts behind this teaching method. Third, the teachers had a desire to implement the ideas and concepts behind LCI but were not doing so intentionally.

Results

I developed the RQ and sub-RQ that guided this basic qualitative research study with the goal of exploring Grant School teachers' perspectives regarding LCI implementation and its effectiveness for international students in the classroom. Through data analysis, I discovered three main themes. In the following section, I outline each theme with corresponding quotation excerpts from the interviews with the participants.

Theme 1: Skepticism Regarding International Students' Benefit From Learning-Centered Instruction

Interview data from the teachers at Grant School indicated skepticism regarding international students' ability to benefit from LCI. When asked the main RQ, along with the accompanying interview questions (see Appendix C) regarding their thoughts and perceptions on LCI and its potential benefit for international students, T1 replied:

It's difficult with the international students because they're not used to that. They sit in a classroom, their teacher lectures to them or gives them whatever work, and that's it. It takes time; it takes quite a bit of time. You have to handhold them throughout much of the year.

T1 also noted, "That's sort of the ultimate goal . . . to break them from the teacher-centered instruction to LCI, but I don't really see that happening in 1 year; at least it doesn't [seem like it will happen] in my class."

T8 shared their perception of LCI and its potential to help international students: While I agree with it to a certain extent, I'm not fully on board 100%. I believe that students don't know what they need to know, or they don't know what they should know. I believe they [international students] enjoy being able to explore some of the things they are interested in . . . but they aren't used to have [*sic*] the choice, and they flounder because they're waiting to be told.

T5 noted, "I know that it will be harder for the international students to teach, to understand." T4 added, "I think a lot of them are really just motivated on getting the grade that they should get." T2 expressed,

It [LCI] is good, but there's still reservation; not every single lesson can be like that. There's still tons of knowledge that students need to learn just from [the] lecture. My reservation is that it's too time consuming to do that for every single learning point. It's just easier to dump information and have them know it [course content]

When pressed about international students specifically benefitting from LCI, T2 said:

They are used to sitting in their classroom [and] not really being called on because teachers talk for 45 minutes. They definitely see me with way more professional knowledge and much more experienced, and they would come to me as a teacher more than a facilitator. They would rather be given the information in a very explicit format.

T6 was hopeful that LCI implementation could be helpful but noted:

One thing that holds them [international students] back is the fact that they feel that language is a barrier and they won't express themselves . . . it's not as if they don't have any opinions for themselves, but they just don't know how to express it sometimes, or they're hesitant because they don't have the words to use.

T4 reiterated a similar sentiment: "I feel like one thing that's difficult depending on how much, how strong their English is . . . it's really hard to really read and understand [the content]."

T3, who demonstrated the most knowledge of LCI, expressed the following regarding international students and LCI:

It's really difficult for the international students to participate and discuss [in the classroom]. And I don't know; just be actively involved, I think because they're so nervous about how their English [will be perceived] and how, just like how they look in front of their domestic peers, so they're really quiet.

T7 added to this by saying,

I think with the international students it's somewhat difficult sometimes because they don't have [more knowledge of subject matter], whereas domestic students tend to have more of a knowledge of the subject matter, like especially U.S. history or government, and it can be more learner-focused. But the international students, what I'm noticing is they don't have that wealth of knowledge on say government or something like that.

Skepticism rather than resistance was clear when I posed the central RQ of this study to all participants. I created a code based on skepticism, as multiple participants expressed various forms of this as well as disbelief or doubt that international students would benefit from this instructional method. Patterns became evident during the coding process through analyzing the interview transcripts.

Theme 2: A Varied or Lack of Understanding of Learner-Centered Instruction

Interview data from the Grant School teachers showed that they had a varying or lack of understanding of LCI and its components. All participants seemed to like the idea of LCI but lacked a clear or concise idea of what it is. When asked the study's sub-RQ regarding LCI as beneficial to international students and what strategies are working, T1 stated, "Does that mean that the students are doing a lot of the instructions on it versus

the teacher lecturing?” T1 also requested clarification or examples when asked about strategies, explicit skill instruction, and what a collaborative classroom might look like. T4 admitted, “To be honest, I had to look up what learner-centered meant.”

T8 expressed concern about the ability to cover the content necessary in the classroom: “There is less opportunity because we just have a more prescribed curriculum that we need to go through.” They also shared, “I have not found, at least in my experience, anything that I would say worked really well. . . . My class is pretty much teacher-directed, not student-directed.” After being asked about collaboration between the teacher and the student, T7 stated, “As much as it can be. I think yes, but again, I’m in control.”

When questioned about their perception of LCI, T2 had a sense of what it was: “Learner-centered makes me think that they are the ones that are being motivated and driven with the questions that they want to investigate in [*sic*] and then tying those into the curriculum and content.” However, T2 often asked for examples and strategies of LCI: “Can you give different examples of that for me?” T5 also repeatedly requested definitions of LCI and examples of strategies. T6 often mentioned a lack of background in LCI and noted: “If I hear the term, I guess I’m thinking that the center of my focus is based on where the students are at.” T3, who demonstrated the most knowledge of LCI, shared that it wasn’t a topic of conversation at the school: “We don’t really talk about this, generally, so this was great.” It was apparent in their responses that many of the participants lacked an understanding or clear idea of LCI, either in theory or practice.

Theme 3: A Desire to Implement and Needs Increased Intentionality in Implementation

Lastly, the interview data demonstrated the teachers' desire to implement the concepts of LCI but also a need for increased intentionality and purpose in implementation. When asked the sub-RQ and accompanying interview questions (see Appendix C) regarding strategies, explicit skill instruction, and examples of opportunities for reflection and collaboration in the classroom, the teachers' responses varied, but all were implementing elements of LCI without realizing it. T1 mentioned,

One of the big strategies I implemented very quickly was the flipped classroom. I also found that they [students] love debates when they are able to choose the topic. I do teach a lot of these strategies and skills. Once we get into a collaborative format, then that's really when education happens.

T7 noted, "I think LCI is important. I think it's important for students to be equally engaged in the class. And so, it's not just teacher-led, but then allowing the students to find their interests and find what drives them."

T8 shared that teachers often implement reflection exercises in class, a key characteristic of LCI: "I mean, that's pretty much every assignment in every class. I try to have them reflect on it. And I tell them the importance of reflection." T8 expressed a desire for another key element of LCI: "I wish there was more collaboration . . . students are perfectly happy to follow my lead." T2 stated, "I would say I do maybe 70% of those kinds of lecture dump; the other 30% would be more student-driven." However, T2 acknowledged that "those students will benefit the most when given them [*sic*] a different

mode of learning” and shared that they used learner-centered practices in the classroom they were unaware were learner-centered strategies. T6 confirmed this and indicated that there was “not daily, but definitely regular” use of reflection in the classroom. T6 also shared that “there’s a little bit of collaboration, but I’m thinking like a 1-10 scale; it’s probably more around a 7, where it’s more teacher than student collaboration.”

Teachers recognized the benefit of LCI but demonstrated a need for training. T3 believed,

LCI is very valuable because it puts the focus on the student and their learning. . . . The students take ownership of their learning, and they recognize the teacher and the resource, the textbooks and everything just as resources so that they can learn and reach their goals. . . . I am a huge proponent of LCI.

T5 summed up the third theme:

I would not think that it’s efficient, to as a language teacher, to stand there the whole 45 minutes, just teach and talk and talk, never have the students to practice with you or asking a question or even practice in a small group. . . . I believe this [LCI] is very important.

T4 added to this and said, “I think it’s important for the students’ learning process that it’s more geared and centered around them, rather than what’s more comfortable for me as an instructor.” The final theme reflected the belief that LCI was important and that teachers were implementing its ideas, although inconsistently and without intention.

Evidence of Quality

According to Merriam and Tisdell (2016), a researcher needs to strive to achieve both consistency and reliability to ensure trustworthiness during the data collection and

analysis process. Credibility, transferability, dependability, and confirmability assist in establishing this aspect of the study. In this section, I outline the practices I used as the researcher to ensure the trustworthiness of this study.

To establish credibility, I implemented member checking, sending the transcript of the interview to each participant. I achieved triangulation through a review of the interview data, my research journal, and member checking. Transferability of this study might be possible for other programs with international high school students.

Reflexivity is a trustworthiness measure used by the researcher as they evaluate bias through self-reflection (Merriam & Tisdell, 2016). I used a researcher journal throughout the data collection process to take notes of nonverbal cues during the interview sessions as well as my own bias. By detailing these occurrences, I was able to use this as a resource during the data analysis process.

Summary

The purpose of this basic qualitative study was to explore teacher perceptions regarding their implementation of LCI strategies to facilitate international student learning in the classroom. After giving an overview of the study site, I provided a description of the data collection process, analysis of the data, and the themes that emerged. I also included examples that demonstrated the trustworthiness of the study.

Teachers at Grant School demonstrated skepticism that international students would benefit from LCI, providing examples of the school's instructional methods as a challenge as well as English language proficiency level. However, the teachers also demonstrated a varied and/or lack of understanding of the elements of LCI. Data from

this study showed that teachers were implementing some LCI practices in their classrooms without intentionally doing so.

The results of this study may help to fill a gap in the literature on teaching practice and increased understanding of how to better prepare teachers to meet the challenges of teaching international students in their care. The study's findings may contribute knowledge to the field of international student education and may lead to positive social change. Those who may benefit include teachers, curriculum directors, school board members, principals, heads of schools, and other administrators. Findings could lead to positive social change as the study site could become a model for how to support international students in the classroom using LCI. This study could also lead to an increased awareness of LCI and its benefits in the classroom for students, which could transform common educational practices worldwide. With the increase in international student movement globally, an effective instructional method that meets the academic needs of these students could be a foundation of education programs around the country and the world as well.

In the following section, I provide a proposed professional development and training series. I include a rationale for the series, a review of the relevant literature, and a description of the development session. I also provide an evaluation plan for the project and discuss the potential implications of the professional development series.

Section 3: The Project

For this qualitative study, I interviewed eight teachers from Grant School who had taught international students at the school to gain an understanding of their perspectives of LCI. The participants had a positive outlook on LCI as a method but were skeptical regarding whether international students would benefit from it in the classroom. The data also demonstrated that the teachers lacked a clear understanding of LCI or its strategies in the classroom and that the participants oftentimes implemented these strategies without being aware they were doing so.

The school has not previously had professional development on LCI or learner-centered strategies. The school has also not had professional development that focused on best practices for international students. The study site could benefit from a consecutive 3-day professional development series with quarterly assessments on the implementation of LCI and LCI strategies. A professional development series would provide a strong foundation of LCI and practice for teachers at the study site. The professional development program would provide an overview of LCI, implementation strategies, and practical application in the classroom across all content concentrations. This series would provide opportunities for teachers to be involved in the learning process and provide real-time strategies for planning and practice in the classroom.

My doctoral study project is a 3-day professional development series with quarterly follow-up sessions for teachers at Grant School. Pending superintendent verification, the professional development may occur the week prior to the beginning of the school year in August, when teachers are required to be on campus for orientation.

Quarterly checkup sessions will occur during the teacher professional development workdays at the end of each quarter. This workday is a day off for students to provide teachers with the opportunity for professional development. The quarterly meetings will be collaborative and primarily focus on the success and failure of implementation of LCI in the classroom. The teachers will also be encouraged to regularly collaborate with colleagues during department meetings to share effective practices of LCI implementation.

Professional Development/Training Curriculum and Materials

Purpose and Goals of the Project

The purpose of this 3-day professional development series and the quarterly sessions is to provide a strong foundation of LCI and provide implementation techniques for teachers in the classroom. A professional development environment that focuses on collaboration, reflection, and feedback with openness is the expectation for the series. Lane (2018) highlighted the necessity for developing a safe environment for teachers to build trust and progress in their understanding of LCI.

My goal for this project is to increase teachers' knowledge of LCI and provide both the concepts behind LCI and its common practices. The professional development program was based on Weimer's (2013) five key characteristics of LCI, which includes (a) engaging students in the difficult work of learning, (b) explicit skill instruction, (c) encouraging students to reflect on what they are learning and how they are learning it, (d) motivating students by giving them some control over the learning processes, and (e) encouraging collaboration. The professional development series will provide teachers

with an overview of LCI as well as tangible strategies to immediately implement in their instruction.

Rationale

Project Rationale

The project is a direct result of the analysis of the data, which consisted of interviews with the participants at the study site. The participants were all high school teachers who had international students in the classroom. The majority of the participants were in favor of LCI but were skeptical that it could work to benefit international students. However, upon analysis, the data showed the participants did not have an adequate understanding of LCI, and while some aspects of LCI were being implemented, the teachers lacked the intentionality to implement LCI correctly.

The data collected from the interviews and my researcher journal demonstrated a need for an increased understanding of LCI and implementation techniques in the classroom. The professional development series based on Weimer's (2013) LCI can help to provide teachers with the foundation of LCI as well as various implementation ideas and strategies for the classroom.

Genre Rationale

The study by Darling-Hammond et al. (2017) provided a rationale that professional development is the most effective method for teachers to learn and refine their skills in the classroom. Darling-Hammond et al. listed seven features of effective professional development. Professional development should be content focused, incorporate active learning, support collaboration, use models of effective practice,

provide coaching and expert support, offer feedback and reflection, and include sustained duration.

I chose professional development based on the seven features noted by Darling-Hammond et al. (2017) for this project study as it is the most effective option for the study site. The professional development series includes elements of LCI to provide teachers a paradigm shift experience that potentially moves them from teacher centered to LCI (see Dole et al., 2016). According to Dole et al. (2016), when teachers are learning a new method of instruction, experiencing that method during a professional development workshop may provide them with a context for the content being covered so they can implement those practices in the classroom.

Review of the Literature

In Section 1 of this project study, I presented the conceptual framework based on Weimer's (2013) LCI. The literature review in that section focused on LCI, its advantages, and teacher resistance to the learner-centered model. I also provided an overview of international students in the United States, instructional methods often used with these students, and the relationship between international students and LCI. In the following literature review, the focus will be on professional development and what constitutes an effective professional development series. The main components of professional development discussed in this review are its content focus, active learning, collaboration, models of effective practice, coaching and support, feedback and reflection, and duration. The components are based on Darling-Hammond's (2017) study of effective teacher professional development. The search terms used to locate the

relevant research literature in the Walden University Library included professional development, professional development and high school teachers, collaboration, reflection, feedback, active learning, adult learners, and professional development duration.

Project Genre

Professional development can be defined as a process where schools and districts, with the support of teachers and outside experts, help address the needs of instructors and students to improve teacher practice and student achievement (Killion & Roy, 2009). I chose professional development for this project study because teachers need to be trained in LCI and its strategies. Teachers must have knowledge of LCI and an example to follow so they could eventually implement these strategies in the classroom.

Many educators are familiar with professional development and validate its effectiveness as a benefit for teachers, and by proxy, the students (Darling-Hammond, 2017). The majority of participants in my study recognized their lack of understanding regarding LCI and a desire to know more. The following review of professional development characteristics provides not only the essential elements of professional development but also a strong rationale for professional development as the best genre for this project study.

Content Focus

Content focus within professional development provides teachers with strategies and concepts applicable to their specific content (Darling-Hammond, 2017). By focusing on teachers' specific subject content areas, the professional development series may

provide tangible takeaways for educators. When professional development is focused on curriculum and classroom instructional strategies, there was a measurably high impact on teaching practices, student scores, and student achievement (Jacob et al., 2017). Teacher participants often prefer professional development sessions that directly apply to the class and content they teach (Bautista & Wong, 2019). Lindvall et al. (2018) compared various professional development programs and found that those with a strong content focus had a significant impact.

Active Learning

Active learning should become a key element of all professional development sessions, moving away from the lecture style of professional development (Girvan et al., 2016). Active learning engages teachers directly and provides opportunities for them to practice newly learned skills in a similar setting to their classroom. A recent study found that active learning implemented in professional development sessions provided teachers with examples and resulted in more opportunities in the classroom (Macaluso et al., 2021). Pelletreau et al. (2018) found that increasing participation using active learning created growth in both faculty understanding and student achievement in multiple different settings.

Collaboration

Collaboration is a significant component of effective professional development. Through collaboration, teachers can create communities that affect instruction in a positive way (Darling-Hammond, 2017). By collaborating with other teachers, they can learn how to implement more learner-centered strategies in their classroom (Marbach-Ad & Rietschel,

2016). Collaboration is a mark of effective LCI (Weimer, 2013). To implement effective collaboration in the classroom, teachers need to learn how to effectively collaborate, which can be achieved through professional development that teaches and requires the use of collaboration (Barron et al., 2020). Collaboration also provides a greater learning opportunity for the teachers (Castro Garcés & Martínez Granada, 2016). A better understanding of the topic being covered during professional development and improvement in student academic achievement is more likely when collaboration is regularly implemented (Piqueras & Achiam, 2019).

Models of Effective Practice

Models of effective practice provide teachers with methods of instruction or best practices, which offers a clear vision and expectation for the participants in the professional development session (Darling-Hammond, 2017). There are various types of modeling that can be used, such as lesson plans, videos of teachers implementing LCI strategies, and student work samples. Bana and Cranmore (2019) discovered that teachers found their professional development sessions to be more effective when given examples of expected academic outcomes. Findings in a study by Addae (2016) showed that by providing models that teachers could relate to, the perceived effectiveness of the professional development session increased. Miller and Kastens (2018) found that when professional development sessions used modeling as a strategy, there was an increase in modeling by teachers in the classroom.

Coaching and Support

Coaching and support are key elements of effective professional development. Through professional development, teachers can establish relationships with mentors, who can also provide support throughout the implementation process (W. M. Jones & Dexter, 2014). Desimone and Pak's (2017) study provided a framework for instructional coaches and, when applied, demonstrates improved knowledge, skillsets, and practice in teachers. Identifying experienced teachers can help achieve success as they mentor and coach other instructors regarding the professional development subject matter (Cox, 2019).

Feedback and Reflection

Feedback is vital for learning and professional growth as well as the move toward an expert vision of practice (Darling-Hammond, 2017). Learners need feedback to motivate them to absorb and derive meaning from the content taught (Addae, 2016). Feedback must match the criteria and expected outcomes of the assignment or activity to avoid frustration (Blumberg, 2016). Feedback can be an effective learning strategy in school leaders' professional development programs (Nicolaidou et al., 2018). Another positive outcome of feedback is the opportunity to change strategies; feedback from teachers can often include perspectives that organizers of professional development programs did not have at the outset of the series (Daniëls et al., 2020).

Reflection is an important tool in effective professional development. Teachers must have time to process and think about new content, strategies, and potential impact on their specific classrooms' teaching practices (Addae, 2016). In Z. Ahmad's (2020)

study, the researcher created a professional development program that used peer observation and allotted time, at each stage of the process, for self-reflection. By applying both collaboration and self-reflection, teachers can plan and implement lessons, reflect on the lesson's effectiveness, make adjustments, and change practice as they attend the series (Blumberg, 2016). The use of reflection, effective in professional development, is also a key characteristic of LCI (Weimer, 2013).

Sustained Duration

Teachers need to have adequate time to learn, practice, implement, and reflect on new strategies that require a change in teaching practice (Darling-Hammond, 2017). Capraro et al. (2016) recommended that a professional development series be at least 14 hours. While the specific length of time that is optimal is a debate, many researchers agree that professional development should be continuous instead of a singular event, such as a conference (Brown & Militello, 2016). There is a direct relationship between continuous long lasting professional development that incorporates feedback and teacher understanding (Sancar et al., 2021). There is a greater chance to transform teaching practices when professional development is sustained and continuous over the course of an academic year or longer (Darling- Hammond, 2017).

Project Description

To better assist and equip the teachers of both domestic and international students at the study site, I propose implementing a 3-day professional development series on learner-centered teaching. The sessions will cover Weimer's (2013) characteristics of learner-centered teaching and provide strategies and implementation techniques.

Quarterly follow-up sessions will involve opportunities for collaboration and reflection on implementing LCI strategies in the classroom regarding successes, challenges, and potential changes in practice. Because collaboration is a key element of effective professional development (Darling-Hammond, 2017), there will be multiple team building activities throughout the series. There must be a level of comfort and familiarity before shared collaboration takes place.

All teachers from the study site will be expected to attend the 3-day professional development series as part of in-service training before the academic school year. The school has 2 weeks of teacher preparation before school begins in August. Ideally, the professional development series would occur during this time. Administration and staff would also be invited to potentially create a culture that promotes LCI in the classroom. While it would be up to the administration to mandate attendance in the professional development series, it would be required for teachers to attend, as many not only expressed or demonstrated a lack of understanding of LCI but also a desired to further their knowledge in this area.

The professional development series will be conducted over 3 consecutive days, preferably Monday through Wednesday. Each session will begin at 9:00 a.m. and conclude at 3:00 p.m. There will be two 20-minute breaks and a 1-hour lunch break, which will provide opportunities for rest, reflection, and unstructured collaboration between the participants in the professional development series. I will recommend that the school provide lunch for all faculty and staff who attend to increase buy-in from the participants.

The following discussion provides an overview of the 3-day sessions, while a more detailed schedule of events is included in Appendix A. The first day's morning session will consist of two main activities. The first will be community building, where staff are grouped into teams based on grade level and engage in friendly competition with each other. Community building activities are in place to create active learning opportunities, increase engagement, and build opportunities to collaborate. The participants will also engage in a roundtable discussion centered on the question: "What do you think of when you think of LCI?" This open discussion will allow teachers to understand their peers' point-of-view and create opportunities for group reflection. The afternoon session will consist of an overview of LCI and its five key characteristics (Weimer, 2013). Content covered in the afternoon session will be curated from Weimer's (2013) text, *Learner-Centered Teaching: Five Key Changes to Practice*.

During the second day of professional development, the focus will be on sharing various LCI strategies supported by research studies as effective in high school classrooms. The morning session will provide an overview of strategies, accompanied by videos detailing these actions in practice. The purpose of the videos is to provide examples of LCI strategies in action for the participants. After lunch, teachers will break into groups and model the different strategies by acting them out as if they are in a classroom. Each teacher will take the opportunity to model the LCI strategies of their choosing.

On the third and final day of the series, the focus will be on content implementation among teachers. Participants will divide into groups based on their

teaching content and bring their first 2 weeks of lesson plans. The morning will start with an overview of LCI and strategies. Next, teachers will work in groups to review their lesson plans. The goal will be to pinpoint teacher-centered strategies and replace them with learner-centered strategies. After lunch, the small group session will continue with a group reflection on the morning activity. Teachers will share the learner-centered strategies they implemented with their group, creating opportunities for feedback, collaboration, and both group and self-reflection.

Resources and Potential Barriers

The following resources are necessary to implement this 3-day professional development project:

- laptop computer
- pens/pencils
- projector
- *Learner-Centered Teaching: Key Changes to Practice*
- internet access
- presenter made PowerPoint
- teacher lesson plans (prepared the week before)
- rolling whiteboard

In the room where the session will take place, I will need a projector screen, five to six round tables that seat six to eight people, and an open space at the front. Using school funds, I will provide the teachers with Weimer's (2013) *Learner-Centered Teaching: Key Changes to Practice* so they may have their own copy.

One potential barrier to the professional development series is if the administration determines it unnecessary or optional for teachers. While data analysis demonstrated a need and a desire to learn more about LCI, the final decision is in the hands of the school's administration. However, I hope that the administration and teachers deem this professional development series essential to student understanding and achievement. By providing a short summary of the academic benefits of LCI, I believe administration will approve this professional development series.

Another potential barrier would be limited or no funding for Weimer's (2013) text. However, if the school does not fund the book, a grant could be researched that would provide it for teachers. The book will benefit the teachers, increasing their knowledge of LCI and as a reference for what is covered in the professional development sessions. There also could be internet problems at the professional development location, but the school has a full-time technical person on-site at all times.

Project Implementation

I plan to be the facilitator during the 3-day professional development series. One of my goals for this project is to provide teachers with the skills necessary in the classroom, such as reflection, collaboration, active learning, listening, and engagement. Through this project, I will strive to implement LCI strategies and provide teachers with ways to practice the skills they learn. Examples of skill building activities include community building activities, group lesson plan evaluation and reflection, and modeling LCI strategies through acting. I hope to provide teachers with effective academic tools for use in the classroom through the professional development sessions. The professional

development series on LCI will show teachers how to implement learner-centered strategies during the 3-day workshop.

Roles and Responsibilities of Participants

I will ask all participants to bring their school-issued iPad and their first 2 weeks of lesson plans for the upcoming school year. They will be provided a notebook, a pen, a copy of *Learner-Centered Teaching: Key Changes to Practice*, and a folder for any handouts. The participants will be expected to engage in activities, practice collaboration, participate in group modeling, and be open to receiving constructive criticism. While many teachers may feel overwhelmed with the potential change in teaching practice, there is a necessity for me, as the facilitator, to provide an engaging and worthwhile experience for all participants.

Project Evaluation Plan

Without evaluation of the professional development series, there is no measurement of success. Evaluation is a vital component of the learning process. Both facilitator and participants are interested in avoiding wasting time, money, or resources (Killion & Roy, 2009). I based the professional development evaluation tool I developed on Allen and Nimon's (2007) study, including a retrospective pretest and a posttest (see Appendix A). Using the pretest and posttest evaluations will provide me with a sense of the teacher's ideas and knowledge, both before and after the professional development; therefore, I will be able to track changes in the participants.

Evaluations Planned for This Project

The pretest and posttest used in my professional development series will be formative and summative. At the beginning of the first day of the professional development, I will request the teachers to complete a retrospective pretest based on Allen and Nimon's (2007) professional development evaluation study to determine their current understanding of LCI and attitudes toward professional development. Throughout the 3- day series, the teachers may offer me, the facilitator, feedback on the professional development by posting questions or concerns to the email address provided at the beginning of the series. At the end of the final day, the participants will complete the posttest, which is similar to the pretest. During each day of professional development, I will be conducting informal formative assessments by listening and engaging with teachers as they discuss the activities in pairs, small groups, and as a whole. The lesson plan activity is also an example of formative assessment within the professional development series.

Justification of Evaluation

After reviewing and analyzing the data from the interviews, the findings indicated that the teachers needed training in LCI. The retrospective pretest will ask teachers to state their perceptions of LCI before the implementation of the professional development series. The pretest will provide me with a good idea of their current teaching practices as well as a baseline from which to begin during the professional development series. The posttest, given at the end of Day 3, will help me determine if the goals of the professional development were met, if any potential changes are needed to the content and activities,

and what needs to be covered in the quarterly follow-up meetings. I will also give the participants my email address to share any concerns, critiques, or potential issues.

Overall Goals of the Project

My primary goal for this project is to enhance teacher performance by increasing their knowledge of LCI. Based on Weimer's (2013) text, the professional development series may provide teachers with the five key characteristics of LCI. The teachers in my study demonstrated a need and desire to increase their knowledge of LCI. My second goal for this project is to provide teachers with three to five LCI strategies to implement in their specific classrooms. By learning and directly implementing these teaching methods, instructors may see an increase in student engagement and achievement (Weimer, 2013). My third goal is to demonstrate to the teachers through the professional development series various learner-centered strategies through modeling. By modeling LCI strategies throughout the series, teachers may see them in action and feel more comfortable implementing them in their classrooms.

Project Evaluation Plan

Overall Evaluation Goals

A professional development series is only as good as the evaluation proves it to be. While I may believe that the professional development series could be effective, evaluation of the series provides the data that proves the strength and effectiveness of the series. Without evaluation, I cannot be sure that the goals of the series were met and that the content delivered impacted the participants. The goal of the evaluation is for the participants to see if their knowledge of LCI increased and if there is an openness to

implement these strategies in their classrooms. By gathering perceptions from the participants before and after the professional development series, I can measure any increase in the participants' knowledge. By providing assessments during the quarterly meetings, I can also track the implementation of LCI strategies in the classrooms at the study site.

Project Evaluation Tools and Process

The retrospective pretest and posttest will be completed during the professional development series. I will administer the pretest at the outset of the professional development series, and the participants will be given adequate time to complete this assessment. I will give the posttest to participants at the final stage of the 3-day professional development series. There will also be regular informal check-ins during the group work times to ensure active engagement, goals are met, and misunderstandings avoided. I will use these informal check-ins to assess teachers' confidence, progress, and challenges with LCI implementation. Using formative assessments based on the participants' experiences and real-time learning experiences can increase understanding of the content covered in the professional development program (Cai & Sankaran, 2015). I will use the group session, which includes evaluating personal lesson plans and highlighting examples of learner-centered strategies practiced during the series, to determine the number of times LCI strategies are implemented in the classroom (see Appendix A).

Project Implications

This project has the potential to be far-reaching. With success, the project could be reproduced at other schools for teachers or school system administrators who want to increase their understanding of LCI strategies and implementation practices in the classroom. There is also a benefit for the study site, as the professional development series may provide a greater understanding of LCI for teachers and increase both domestic and international student knowledge and engagement.

There is potential for positive social change from this 3-day professional development series. One example is an increase in student understanding of course content and achievement in the classroom. The implementation of LCI and its strategies correlate to greater academic successes for both domestic and international students in the classroom (Weimer, 2013). As instructors transition from primarily teacher-focused to student-focused classrooms, there is potential for the school culture to move in a positive direction. LCI also helps equip teachers and students with skills, such as collaboration, reflection, leadership, and effective communication (Weimer, 2013). The professional development series may also provide an opportunity for team building at the school.

This professional development project, if successful, could be expanded to other schools with international students in similar programs within the state or across the country. I could share or consult with other school leaders to incorporate my professional development project into their programs. Potentially, this professional development series could be implemented in schools with international students throughout the United States.

Section 4: Reflections and Conclusions

A professional development series that includes quarterly follow-up sessions was a logical choice for this project study based on the data analyzed from the interviews at Grant School. In the following section, I provide an overview of the project's strengths, limitations, and recommendations for alternate approaches. I also include a reflection on the project study that was conducted and completed.

Project Strengths and Limitations

Strengths

Learner-centered instructional strategies have proved to be more effective than teacher-centered strategies (Kassem, 2019; Lak et al., 2017; Weimer, 2013). By implementing LCI and its instructional strategies at Grant School, international students may become more successful in their academic understanding and achievement. The professional development series can provide teachers with knowledge of LCI and the strategies to implement it in their classrooms. The series also equips teachers with techniques to implement LCI directly into their lesson plans. Demonstration of LCI during the professional development sessions may provide teachers with the skills associated with LCI strategies. The quarterly follow-up sessions allow opportunities for teacher reflection. Finally, a broader strength of the project is that, while beneficial to international students, it can be helpful to domestic students as the research indicates.

Limitations

The professional development series is limited to LCI within a specific context, specifically, a small private school with international students. Another potential

limitation is the teachers, who may choose not to apply the strategies they learn. While the professional development series will provide the content and tools needed to implement LCI, the responsibility falls on the teachers to implement it regularly. Another limitation is that teachers may not read or analyze Weimer's (2013) text on LCI. Finally, a potential limitation is that students' achievement levels may not increase as a result of the implementation of learner-centered instructional strategies in the classroom.

Recommendations for Alternative Study Approaches

At Grant School, teachers inconsistently implement LCI when attempting to meet the academic needs of international students. Weimer (2013) maintained that when implemented correctly, LCI can support the learning needs of both domestic and international students. Teachers in multiple settings often display resistance to the implementation of LCI in the classroom due to a lack of understanding (Lane, 2018). After interviewing participants from Grant School and analyzing the data, three main themes emerged. First, teachers were skeptical that international students would benefit from the implementation of LCI. Second, teachers lacked a definite understanding of LCI. Third, teachers were implementing some of the strategies of LCI but needed to do it with increased intentionality. An alternative study approach could have been to focus the professional development series on international students and best academic practices for increasing their learning in the classroom. Another alternative approach could have been for the school to hire an instructional coach focusing on LCI and its strategies to support the teachers throughout the year to create a more in-depth understanding of LCI.

Scholarship, Project Development, and Leadership and Change

The doctoral study process at Walden University has been one of the more profound learning experiences of my life. The process has taught me about objectivity, bias, collecting and analyzing data, research procedures, and patience during editing. While there have been moments of frustration, looking back, I can see the rationale behind the process.

Scholarship

The research process was more challenging than I initially expected. I learned that editing is about refining, which provided me with clarity regarding the problem of the study and its potential solutions. One of the most important factors in this process was the need for perseverance (see Duckworth, 2016). There were many times throughout the program where I considered leaving; however, through the encouragement and support of those around me, I continued and learned more about the process and myself. I also realized that nothing great is done alone. Without the support of my doctoral chair, I would not have been to complete the task. While I knew from the beginning that I wanted to do a qualitative study, I did not fully understand the depth of the project ahead of me. The most difficult task during the process was the literature review; however, after completing the first, I found the second to be much less challenging and understood its benefit. Also, while I considered myself to have a good understanding of LCI, I found that my perspective broadened by conducting a study with this focus.

Initially, I had planned to interview colleagues at my workplace to understand their perspectives on LCI. However, through the IRB process, I was able to better

understand the ethical concerns in conducting research and the bias inherent in many studies. I learned to recognize my bias, work to avoid it, and change my study site to mitigate it in the study. The study site was similar to my workplace, and I believe the results of this study could be transferable.

Having been in education for 12 years, I can now add scholar to my skillset. The training I received through Walden University has provided me with insight into the research process. Having frequently cited studies in undergraduate work, I can appreciate the time and effort to conduct such a study. As I was completing the sections of this project study, I began to contemplate other topics or areas I could explore. The doctoral study process has provided me the confidence to continue as a scholar who contributes to their field of study.

Project Development

Having worked with international students for many years and believing strongly in LCI, I knew I wanted to unite the two into my study topic. As I focused on my problem statement and study topic and conducted the literature review, I looked forward to what the data would indicate after I analyzed the interviews. Creating a professional development series was the best use of the results of the data. With professional development, teachers can achieve understanding of LCI and its strategies. This foundation will help them to focus on the academic needs of international students in the future. However, the professional development series will benefit the school as a whole, including international students.

Leadership and Change

As previously noted, I have been in the field of education for 12 years and consistently in the classroom each year. I have also held leadership positions, such as teacher coach, assistant principal, and principal of a high school program, and served on multiple organizational boards specializing in education. The doctoral process at Walden University provided me with more leadership opportunities and equipped me with leadership skills. My education through Walden has given me the ability to provide better input and advice to my current school program and the organizational boards in which I am currently involved. I enjoy being a part of positive social change, and the doctorate in education from Walden has provided me with more tools to achieve this.

Scholar

The doctoral study at Walden has taught me what it means to be a scholar. I have two master's degrees, practice higher-level thinking, and constantly read and research best practices; however, this doctoral study helped me identify an area of my life that needed improvement. The reiterative process refined me as I discovered that I was not as skilled a writer as I thought, and that I did not enjoy constructive criticism. I now understand that if more individuals review a project, this assists in making it better through collaboration and diversity of thought. I have learned how to conduct research, use scholarly language, and avoid bias in my research. I feel equipped to conduct another research project in the future.

Practitioner

As someone who plans to be in education as a practitioner until retirement, I have learned many skills that I can use in my current context. I will continue to implement learner-centered instructional strategies in my classroom. The doctoral study process also taught me the importance of feedback, reflection, and the value of research. I can use these skills to continue to affect positive change in my school community.

Project Developer

Creating the professional development series was the most rewarding of the steps in the doctoral study process. Having been in administration at schools with small budgets, I found that creating professional development often becomes the responsibility of these departments. I have created and implemented multiple professional development programs in my career. Developing the project provided me with better insight into creating a professional development series and the characteristics of its effectiveness (Darling-Hammond, 2017). Using the criteria of effective professional development helped me create an engaging, challenging, and supportive professional development series to be implemented at the study site and potentially at other schools around the state and country. Leading a professional development series on LCI required me to implement its strategies, which could positively impact the classrooms and school community where I currently work.

Reflection on Importance of the Work

As an educator who has worked closely with international students for years, one of my goals is to best serve this population of students. I believe that the implementation

of LCI may have a profound effect on student learning, whether domestic or international. Through the interviews, I found that educators had a desire to serve international students in the classroom. I believe that these teachers, and those in similar situations, would be willing to implement more learner-centered instructional strategies to best meet the academic needs of the students in their classrooms.

Implications, Applications, and Directions for Future Research

This project study has the potential to benefit teachers implementing LCI in the classroom, which will support international students' academic progress and achievement. The project study could also be a guide for other similar programs with international students to adopt more learner-centered strategies. While this is a hopeful outcome, different students in other contexts often produce different results. I based this project on Weimer's (2013) LCI framework. Weimer's text, combined with the literature review, provided the resources to support a transition from teacher-centered to learner-centered classrooms. As Weimer described, classroom instructional practices range between teacher-centered and learner-centered. Any progress toward a learner-centered classroom is positive.

Potential Impact for Social Change

The implementation of LCI in the classroom has the potential to create social change. With increasing globalization and the likelihood of learners with various educational backgrounds in the classroom, a method of instruction that reaches all students is essential. LCI also has the potential to help students become responsible, in charge of their learning, and active learners (Weimer, 2013). Implementation of LCI in

the classroom can assist students to take ownership of the learning process in partnership with their teacher, who serves as facilitator.

Directions for Future Research

As I conducted research, I realized there was a lack of literature regarding strategies that meet the academic needs of international students in the classroom. While the research strongly supports LCI as an effective instructional method for students, more studies could be conducted regarding international students in various contexts, identifying which strategies work most effectively for these students, and their academic motivation in the American classroom. Studies could also explore the effects learning in these classrooms has on international students, both socially and emotionally.

Conclusion

Learner-centered instructional strategies are important for helping students succeed academically (Aslan & Reigeluth, 2015; Kassem, 2019; Lane, 2018; Weimer, 2013). By implementing LCI strategies, there is the potential to provide the student with a better opportunity to achieve academic success. While international students can face challenges in the classroom, the implementation of learner-centered strategies could help them advance academically. Not only does the implementation of LCI by teachers create better academic understanding and success, LCI can also provide students with the skills necessary for life: initiative, determination, perseverance, decision making ability, and perseverance. The implementation of LCI has the potential to profoundly impact students in the classroom.

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Appendix A: The Project

Learner-Centered Instruction and Strategies Professional Development	
Purpose	The purpose for this professional development series and quarterly follow-up sessions is to provide teachers a foundation of knowledge in the area of learner-centered instruction and provide various strategies to implement in the classroom.
Target Audience	Faculty, staff and administration are all welcome to participate in this professional development series
Goals	The primary goal of the project is to enhance teacher performance by increasing participants' knowledge of learner-centered instruction
Objectives	The objectives are that teachers will understand the five key characteristics of LCI, and be ready to implement various LCI strategies to incorporate across all concentrations.
Evaluation	Participants of the series will complete a retrospective pretest and a posttest. During the 3-day series, regular formative assessments will take place between the facilitator and the participants.
Resources/Materials	PowerPoint Presentation, laptop, projector or screencast, whiteboard, large meeting room, Weimer's (2013) <i>Learner-Centered Teaching</i> , daily schedule handout, video downloads of examples of LCI strategies, refreshments, tables, name tags, pens, retrospective pretests, posttests, school issued iPad, & Marshmallow Challenge supplies

Learner-Centered Instruction and Strategies Professional Development 3-

Day Schedule

Day 1

Time	Activity
9:00 a.m.	Welcome, refreshments, introductions
9:15 a.m.	Team building: Marshmallow Challenge activity
9:45 a.m.	Reflection: What worked and didn't work?
10:00 a.m.	Break: Coffee and refreshments
10:15 a.m.	Round table discussion: What do you think of when you think of LCI?
11:00 a.m.	Groups share the common perceptions
12:00 p.m.	Lunch: Provided by the school
1:00 p.m.	PowerPoint overview of LCI and five key characteristics—accompanying videos that demonstrate examples of key characteristics
1:45 p.m.	Break and reflection
2:00 p.m.	PowerPoint overview of LCI and five key characteristics—accompanying videos that demonstrate examples of key characteristics
2:50 p.m.	Closing remarks, tomorrow's agenda
3:00 p.m.	Dismiss

Day 2

Time	Activity
9:00 a.m.	Welcome, refreshments, reflection
9:15 a.m.	Overview of LCI strategies with accompanying videos demonstrating strategies
10:00 a.m.	Break with reflection
10:15 a.m.	Overview of LCI strategies with accompanying videos demonstrating strategies
12:00 p.m.	Lunch
1:00 p.m.	Group activity: Modeling—teachers will break into groups and create modeling scenarios of LCI strategies in their concentration
1:50 p.m.	Break with reflection
2:00 p.m.	Group activity: Modeling—teachers will demonstrate their created modeling scenarios for the rest of the group
2:50 p.m.	Closing remarks, tomorrow's agenda, reflection

Day 3

Time	Activity
9:00 a.m.	Welcome, refreshments, reflection
9:15 a.m.	LCI & LCI strategies overview (PPT)
10:00 a.m.	Break with reflection
10:15 a.m.	Group work: Participants will break into groups based on concentrations and evaluate the first 2 weeks of lesson plans for areas that could implement LCI strategies
12:00 p.m.	Lunch and group reflection
1:00 p.m.	Group reflection: Participants will share their ideas of shifting their strategies from teacher-centered to learner-centered
2:00 p.m.	Posttest evaluation
2:20 p.m.	Closing remarks, reflection from the session
2:30 p.m.	Dismissal

Learner-Centered Instruction and Strategies Professional Development PowerPoint

Slide 1



Slide 2



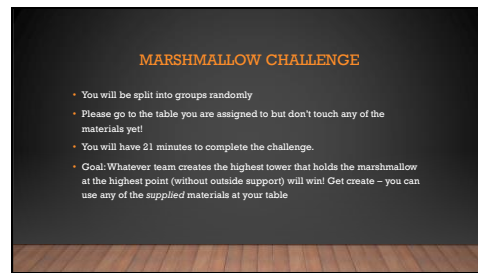
Be sure to have all supplies for the Marshmallow Challenge on each table already. Use a random name generator app to break people into groups at circular tables.

Slide 3



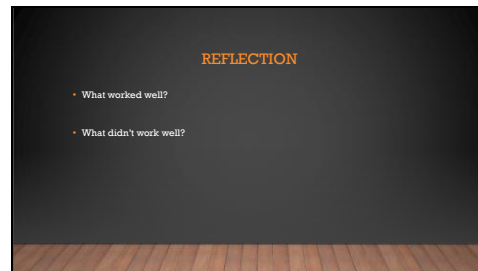
Be sure to create this narrative for what you do and most importantly, why you are doing this (i.e., because you believe in LCI and its ability to create academic success in the classroom).

Slide 4



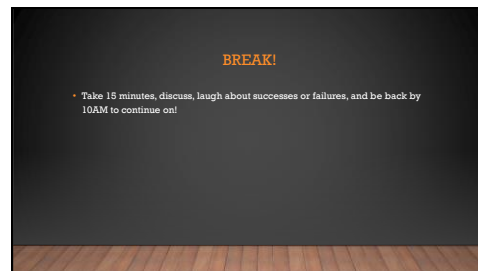
Note to facilitator: Walk around and monitor progress, offering encouragement and challenge where needed. Use an online timer and project the time running down.

Slide 5



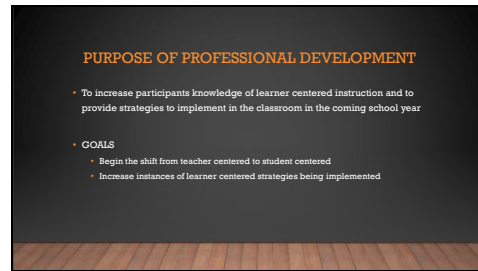
Give time for participants to engage and grow comfortable.

Slide 6



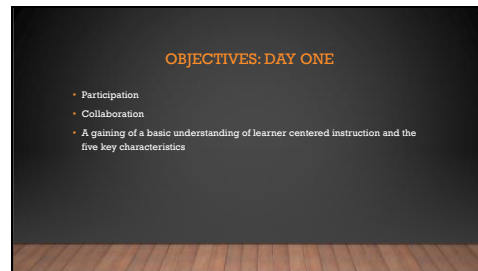
Hand out pretests to each table during this time.

Slide 7



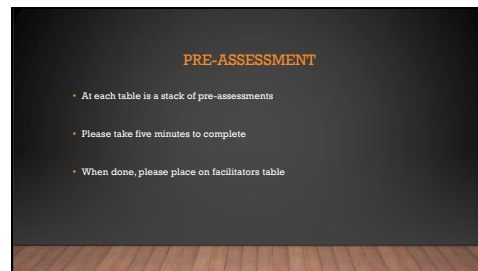
An overview of the goals and purposes of the 3-day series.

Slide 8



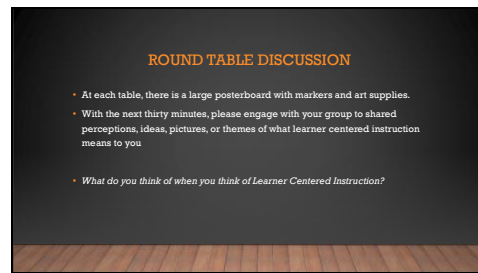
5-7 minutes explaining the overview of the day.

Slide 9



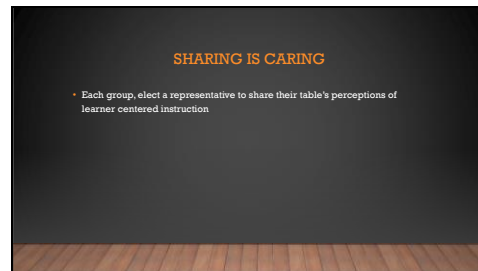
Be ready to receive pretests.

Slide 10



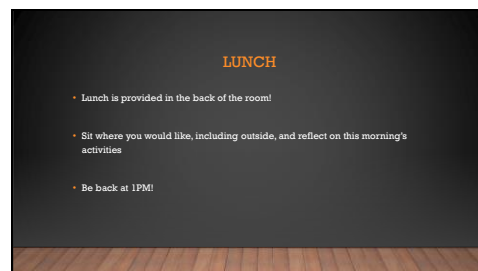
Note to trainer: Use an online 30-minute timer and then walk around the room, engaging with participants. Also use this time to take a look at the pretests completed.

Slide 11



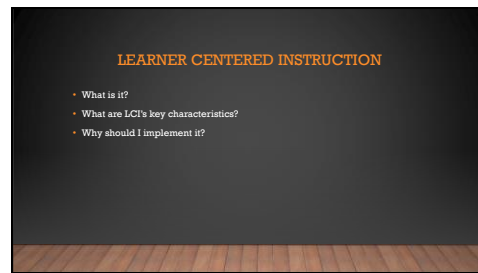
Give each group anywhere from 5-10 minutes to share their ideas and perceptions. Try to find themes in all the groups findings if possible.

Slide 12



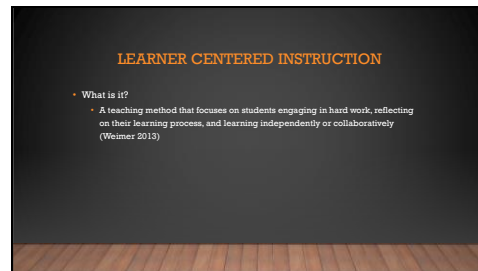
Take this time to have the afternoon's PPT session set up (this PPT!), eat lunch, and take a moment to rest before the afternoon.

Slide 13

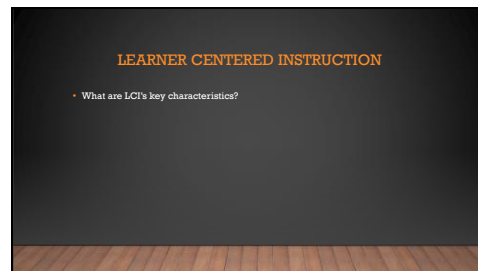


Begin the session with these key questions that will be covered in the following session.

Slide 14

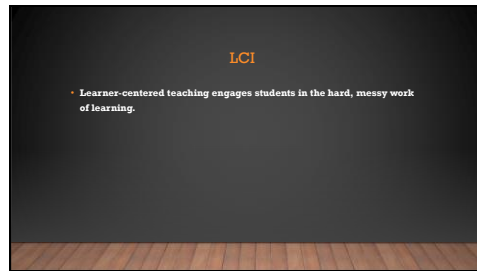


Slide 15



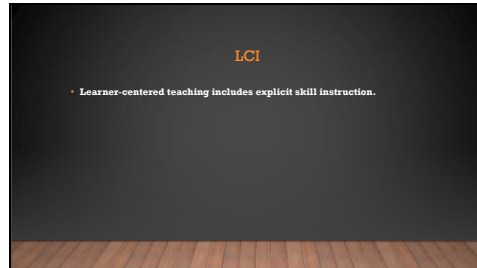
Begin presentation on five characteristics.

Slide 16



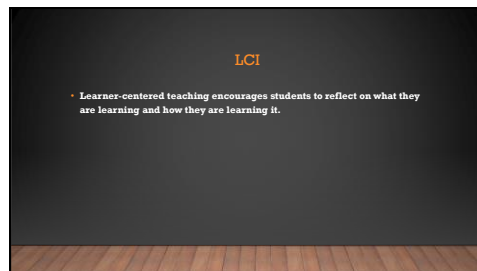
Provide examples of engaging students (projects, deciding method of learning).

Slide 17



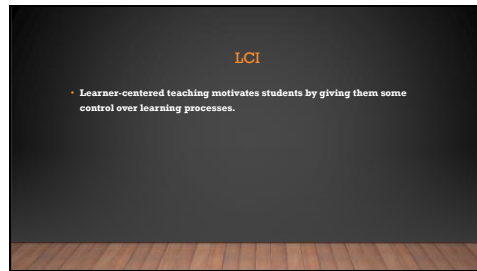
Give examples of explicit skill instruction (interact with participants).

Slide 18



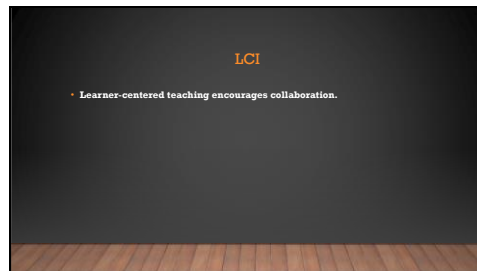
Share reflection techniques within the classroom.

Slide 19



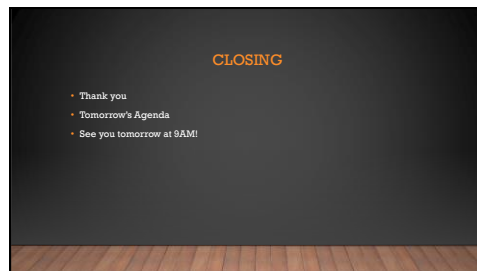
Discuss control in the classroom with participants. Ask how many perceive that they give students control.

Slide 20

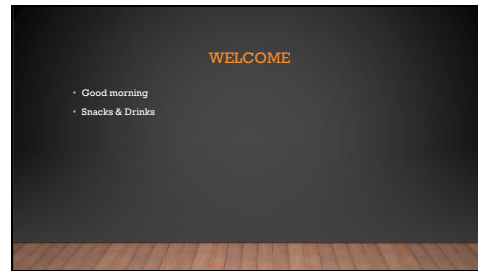


Describe collaboration between students and teachers. Show video.

Slide 21

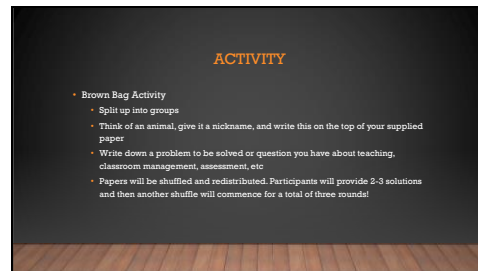


Slide 22



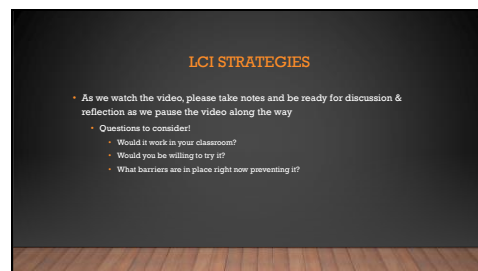
Welcome, point out refreshments.

Slide 23



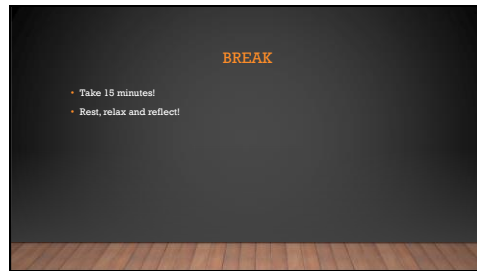
Directions are found here:
https://www.educationworld.com/a_admin/admin/admin365.shtml

Slide 24

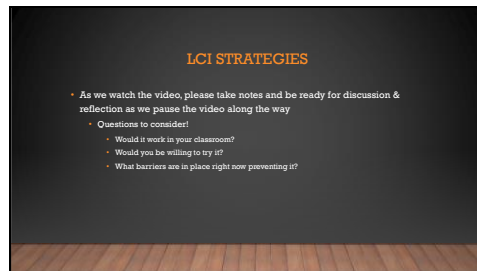


<https://www.youtube.com/watch?v=odSHr31xvoo> (Use this video and pause along the way, taking questions and reflections).

Slide 25

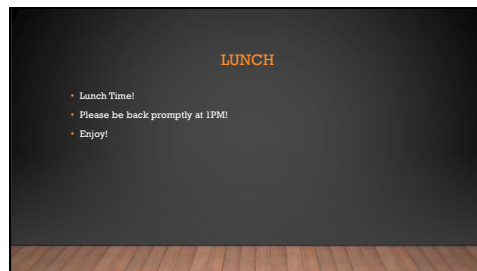


Slide 26



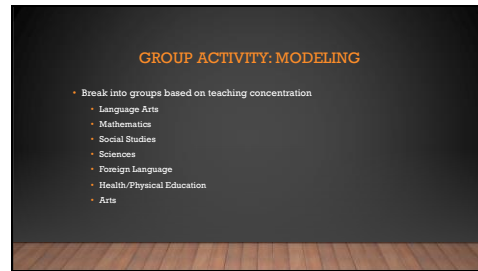
Continue video, pausing after each strategy to foster discussion and reflection.

Slide 27



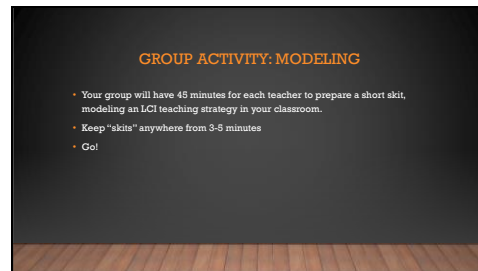
Take time to rest, eat lunch, and prepare for the group activity in the afternoon.

Slide 28



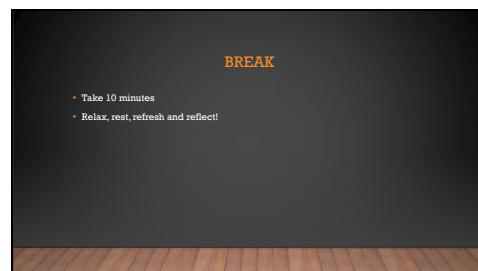
Break teachers into the groups above at separate tables or spaces in the room.

Slide 29

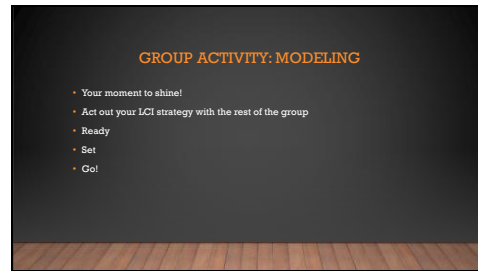


During this time, walk around the room, encouraging and checking in on the groups.

Slide 30

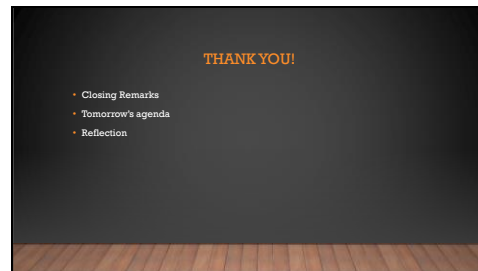


Slide 31



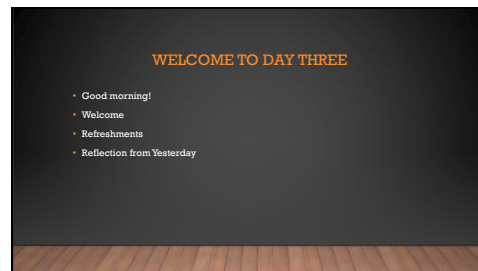
Pick a concentration randomly to start and then have each group choose the next one to go.

Slide 32



Wrap up today's session with encouragement and reflection and provide a short synopsis for tomorrow's agenda.

Slide 33



Take time to welcome the group back; point out refreshments in the room. Provide ample time and opportunity for reflection from the previous days.

Slide 34

ACTIVITY

- Splitting into groups from yesterday, use your school issued iPads to create a 60 second info-mercial "selling" learner centered instruction
- Participants will vote for the most creative video!
- Go!

Walk around and encourage groups and provide potential ideas. Have each group email their submission to you and then show the videos to the group for a fun time. Loudest claps wins!

Slide 35

LCI IN REVIEW

Movement toward:

- Competency based versus knowledge-based education.
- "Guide on the Side" versus "Sage on the Stage."
- Critical thinking versus specific content knowledge.

Slide 36

NEWTON'S FIRST LAW OF MOTION: THE LAW OF INERTIA

An object in motion continues in motion with the same speed and in the same direction unless another force acts upon it to slow it down or stop it.

An object at rest will remain at rest unless another force acts upon it to make it move.

Which kind of force do you want to feel?

Slide 37

RELINQUISHING CONTROL: THE PROCESS IS THE PRODUCT

Not:

- Something completely new.
- Simply relinquishing the role of lecturer.
- Compromising the educational experience.

Rather:

- Creating active learning opportunities.
- Becoming more student-centered in your teaching approach.
- Creating a semiautonomous classroom.

Note: this is content driven; some content or courses may be more appropriate for this approach.

Slide 38

WHY DO IT?

Incoming college students have learned this way since grade school.

The active learning approach:

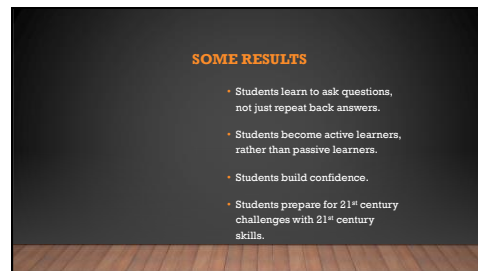
- Forces students to think about themselves as learners.
- Is more about knowledge and skills (intrinsic) and less about tests/grades (extrinsic).
- Encourages students to be producers of knowledge rather than just information consumers/containers.
- Prepares student for 21st century challenges.

Slide 39

WHY DOES IT WORK?

- Empowers students.
- Forces students to think about themselves as learners.
- Creates independence and ownership of learning.
- Fosters collaborative learning.
- Encourages creativity.
- Creates a rich learning environment inside and outside the classroom.
- Fosters new skills – problem solving, critical thinking, etc.

Slide 40

A presentation slide with a dark background and a wooden floor at the bottom. The title "SOME RESULTS" is in orange. Below it is a bulleted list of four points.

SOME RESULTS

- Students learn to ask questions, not just repeat back answers.
- Students become active learners, rather than passive learners.
- Students build confidence.
- Students prepare for 21st century challenges with 21st century skills.

Slide 41

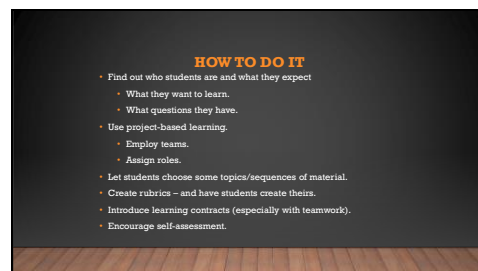
A presentation slide with a dark background and a wooden floor at the bottom. The title "SOME 'YEAH-BUTS'" is in orange. Below it is a bulleted list of four points.

SOME "YEAH-BUTS"

- "We have so much to cover!"
- "They won't do the work; they *expect* me to lecture!"
- "I'm the expert on this, not the students."
- Others?

Give time for teachers to give pushback.

Slide 42

A presentation slide with a dark background and a wooden floor at the bottom. The title "HOW TO DO IT" is in orange. Below it is a bulleted list of seven points.

HOW TO DO IT

- Find out who students are and what they expect
 - What they want to learn.
 - What questions they have.
- Use project-based learning.
 - Employ teams.
 - Assign roles.
- Let students choose some topics/sequences of material.
- Create rubrics – and have students create theirs.
- Introduce learning contracts (especially with teamwork).
- Encourage self-assessment.

Slide 43

A presentation slide with a dark background and a wooden floor at the bottom. The title "HOW DO WE ASSESS THE LEARNING?" is in orange. Below it, there are two main bullet points: "Hard measures:" and "Soft measures:". Each has several sub-bullets in white text.

- **Hard measures:**
 - Comparison of learning using different teaching methods (Teaching as Research: TAR).
 - Standardized tests.
- **Soft measures:**
 - Attendance.
 - Energy in the room.
 - Student satisfaction.
 - Instructor evaluations.
 - Instructor satisfaction.

Slide 44

A presentation slide with a dark background and a wooden floor at the bottom. The title "DISCUSSION" is in orange. Below it, there are three bullet points in white text.

- What fears do you have?
- What's worked for you?
- What barriers do you anticipate?

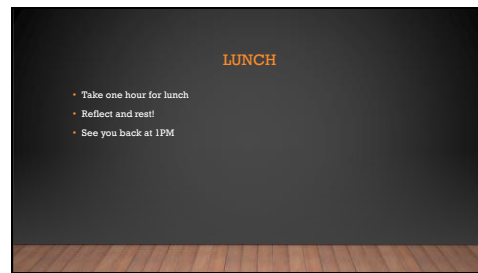
Provide time for teachers to reflect.

Slide 45

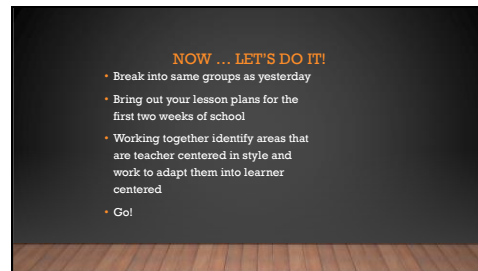
A presentation slide with a dark background and a wooden floor at the bottom. The title "CHALLENGES" is in orange. Below it, there are three bullet points in white text.

- Still need to maintain quality and set high expectations.
- Still need teaching plan – and need to stick to it.
 - but need to be flexible and allow some "wobble room."
- Need to prepare students for the new active model.

Slide 46



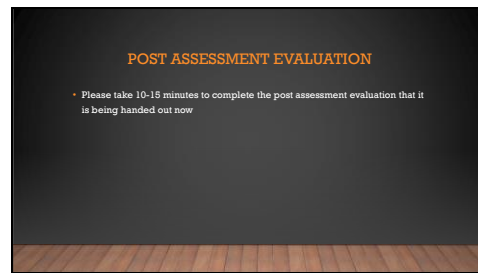
Slide 47



Slide 48

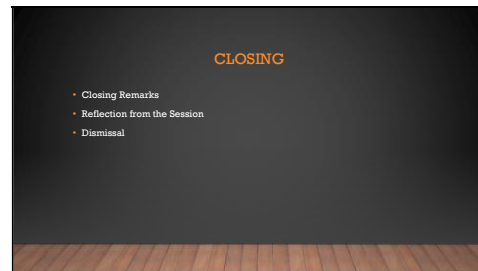


Slide 49



Hand out the post-test.

Slide 50



Learner-Centered Instruction and Strategies Professional Development PowerPoint

Retrospective Pretest

School: _____					
Topic: Learner Centered Instruction	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Date: _____					

Content

1. I am looking forward to today's content.					
2. I generally do not participate in professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a strong understanding of learner centered instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have a desire to implement new strategies in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Process

5. I feel a necessity to improve my teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am willing to act as a student in the PD series.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am willing to take part in collaborate and group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am willing to put the time and effort into learning new material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Context

9. I am willing to participate and collaborate during group activities					
10. I am willing to engage in a continuous improvement cycle throughout the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

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Learner-Centered Instruction and Strategies Professional Development

Posttest

School: _____					
Topic: Learner Centered Instruction	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Date: _____					

Content

1. The objectives for today's session were clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Today's session was aligned to its stated objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Today's session was useful and practical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Today's session advanced the development of my teaching capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Process

5. Today's activities (presentations, scenarios, group exercises, etc.) increased my capacity to use LCI to improve my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The facilitators of today's session effectively modeled appropriate instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The facilitators of today's session incorporated our experiences into today's activities (presentations, scenarios, group exercises, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Time was allocated effectively today to deepen my understanding of the presented material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

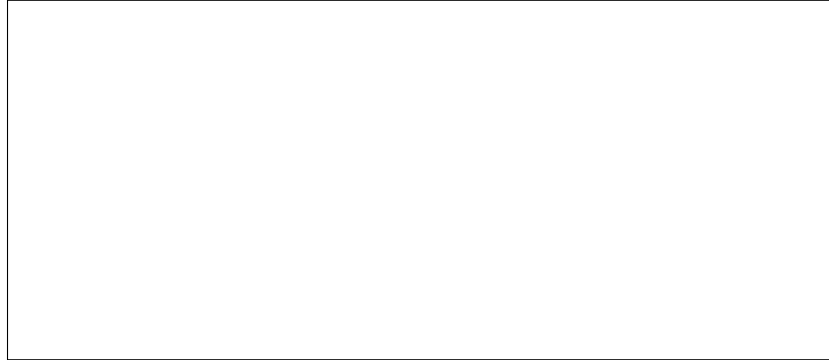
Context

9. There were opportunities during today's session to collaborate on shared activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Today's activities (presentations, scenarios, group exercises, etc.) were relevant for my job-related needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Today's sessions advanced my understanding of how to engage in a continuous improvement cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The organization of the learning environment (facilities, tools, materials, participant groupings, etc.) met my learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(turn over)

Respond to one of the following questions.

1. Of all the things learned in today's session, what was the most valuable learning experience?



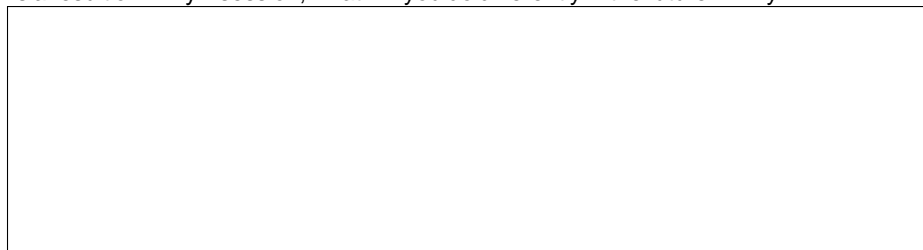
OR

2. What things did you learn through today's professional development that were unexpected? Why?



OR

1. As a result of today's session, what will you do differently in the future? Why?



Thank you for your participation!

Appendix B: Letter of Invitation

I am conducting interviews as part of a doctoral research study to increase our understanding on the perceptions of learner-centered instruction and how international students respond to this style of teaching. As a teacher of international students, you are in an ideal position to give valuable firsthand information from your own perspective.

The interview takes around 60 minutes and is very informal. I am simply trying to capture your thoughts and perspectives on learner-centered instruction and international students. Your responses to the questions will be kept confidential. Each interview will be assigned a number code to help ensure that personal identifiers are not revealed during the analysis and eventual write up.

There is no compensation for participating in this study. However, your participation will be a valuable addition to our research, and findings could lead to greater public understanding of the perceptions of learner-centered instructions and how it could potentially benefit international students in the classroom.

If you are willing to participate, please suggest a day and time that suits you, and I'll do my best to be available. If you have any other questions, please do not hesitate to ask.

Thanks!

Evan Barnhart

Appendix C: Interview Questions

1. How are learner-centered instructional strategies being implemented by you to facilitate learning within the classroom? What about other teachers you have observed?
2. What learner-centered instructional strategies do you perceive as essential to international students advancing in their academic capabilities?
3. Please provide an example of a time when you implemented a learner-centered instructional method in your classroom. Please describe your experience.
4. Please provide or explain any difficulties or challenges when implementing learner-centered instruction in your classroom.
5. Please provide examples of students reflecting on their learning and the process of their learning in your classroom.
6. Please provide examples of ways that you have implemented collaboration in your classroom. Examples might include between you and the student or student to student.
7. Please provide examples from your classroom instruction where students have assumed control of the learning process, as opposed to the teacher in control of instruction.

Appendix D: Interview Process

- Welcome and introduction
- Explanation of procedures
- Defining the purpose of the study
- Outline expectations of the participant
- Outline expectations of the researcher
- Conduct interview using research questions and interview questions
- Thanks and closing